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ABSTRACT

This report provides information on a workplace education program in which Emily Griffith Opportunity School, Denver, partnered with Columbia HealthONE, Dobbs International Services, Imperial Headwear, Inc., Marriott Hotels, Provenant Health Partners, University of Colorado Health Science Center, and Westin Hotel. Section A of Part I, a program overview, consists of the following: number of students by subject and partner/site for December 1994-June 1996; semi-annual reports for June 1996-November 1996, December 1996-May 1997, and June 1997-March 1998 that indicate number of learners and contact hours by partner and a summary of outcome measures indicated by number of participants who improved in the areas of basic skills, communication skills, problem solving skills, work productivity, work attendance, and self esteem. A narrative discusses changes in partnerships. Section B addresses success in program delivery components and the degree to which operational goals---provision of adult basic skills instruction, meeting of literacy needs of limited-English proficient adults, improved adult workers' competency in basic skills, and results dissemination--have or have not been met. Part II describes some varied "extension" of activities that partners have undertaken to institutionalize training. Part III provides information on partners' return on investment showing substantial savings over the cost of onsite instruction without grant funds. Part IV lists 39 curricula/products developed by the program. Part V contains interim and final external evaluation reports. (YLB)

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ED 425 321

National Workplace Literacy Program

1994-1997

Final Grant Report

Workplace Education Program
Emily Griffith Opportunity School
Denver Public Schools

Submitted by:

Cynthia Faulkner
Workplace Education Program Manager
June 1998

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COVER SHEET

OMB No. 1880-0532
Exp. Date: 7/31/98

U.S. Department of Education
GRANT PERFORMANCE REPORT

1. Recipient Name and Address: Emily Griffith Opportunity School 1250 Welton Street, Denver CO 80204	2. PR/Award No. (e.g., P116A20021-95) V 198 A 40140
3. Project Title Workplace Education Program	
4. Contact Person: Cynthia Faulkner	5. Telephone Number: (303) 575-4811 Fax Number: (303) 575-4840
6. E-mail Address:	7. Performance Reporting Period: June 1997 - April 1998
8. Current Budget Period (From Block 5 of Grant Award): December 1, 1996-November 30, 1997	

9. Report on Current Budget Period - Federal

	Budget Categories	Obligations
A	Personnel	271,600.13
B	Fringe Benefits	27,051.37
C	Travel	2,240.30
D	Equipment	-0-
E	Supplies	1,543.72
F	Contractual	3,056.80
G	Construction	-0-
H	Other	686.15
I	**Total Direct Costs** (Line A-H)	306,178.47
J	Indirect Costs	10,256.98
K	**Training Stipends**	
L	**Total Expenditures** (Line I-K)	316,435.45

10. For projects that require matching funds or other non-Federal contributions, please provide totals.

11. Will there be any unobligated grant funds at the end of the current budget period? YES ☑ NO ☐

Authorized Representative:

Name (typed or printed): Sharon Johnson
Title: Assistant Superintendant, D

Signature: Sharon A. Johnson
Date: July 1, 1998

ED Form 524-B

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GENERAL DATA

1) Mathematica data reflect 589 separate participants enrolled in class through periods 1 and 2 of grant period (December 1, 1994 - November 30, 1995)

2) According to our computer data printed in June, 1996, there were 1132 separate enrollments for classes that took place between Dec. 1, 1994 and Jun. 12, 1996.

3) 148 of the 1132 (13%) enrollments recorded are for program participants who have enrolled in several subsequent modules for one subject area. See below.

24 - Communication Skills -Imperial Headwear, Inc.
30 - Communication Skills - Columbia HealthONE
30 - ESL - Imperial Headwear, Inc.
18 - ESL - Marriott SE
6 - ESL - Westin Hotel
13 - Business Writing and Grammar - UCHSC
27 - Basic Skills Reading, Writing, Math - all Columbia HealthONE sites and St. Joseph Hospital

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Dec. 1, 1994 - June - 12, 1996

Interpersonal Communication Skills

SUBJECT AREA	BUSINESS PARTNERS	SITES/ DEPARTMENTS SERVED	TOTAL NUMBERS SERVED
Basic Communication Techniques • Conflict Resolution & Negotiating Skills • Customer Service • Team Building	Columbia HealthONE (Before their merger in Dec. 95, this partner was known as HealthONE; prior to their merger in Nov. 94, they were identified as Presbyterian/St. Luke and Swedish Medical Center - the names that appear in the March 1994 proposal.)	Swedish Hospital • Operating Room Support Personnel • Surgical Assistance Unit • Child Development (entire Staff) • Patient Finance • Outlying Clinical Support • Orthopedics/General Surgery	197
		Presbyterian/St. Luke Medical Center • Wound Care Unit • Multiple Departments - offered system wide	38
		Aurora Presbyterian Hospital • Clerical Support • Multiple Departments - offered system wide	68
		PARTNER TOTAL	**303**
Conflict Resolution	Provenant Health Partners	St. Anthony Central • "Bacti" Lab	20
Communicating with Confidence		Provenant Senior Life • Physical Therapy • Medical Records • Patient Support	24
Communication For Team-Building		Inverness	15
		PARTNER TOTAL	**59**

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Dec. 1, 1994 - June - 12, 1996

Interpersonal Communication Skills

SUBJECT AREA	BUSINESS PARTNERS	SITES/ DEPARTMENTS SERVED	TOTAL NUMBERS SERVED
Interpersonal Communication Skills	Imperial Headwear, Inc.	• Production Floor • Direct Embroidery • Customer Service	107
		PARTNER TOTAL	**107**
	Westin Hotel	• Front Desk • Service Express • Command Center	27
		PARTNER TOTAL	**27**

Total enrolled in this skill area: 496

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Dec. 1, 1994 - June - 12, 1996

English As A Second Language

SUBJECT AREA	BUSINESS PARTNERS	SITES/ DEPARTMENTS SERVED	TOTAL NUMBERS SERVED
English As A Second Language, All Levels	Colorado Contract Cut & Sew	• Production Floor **PARTNER TOTAL**	17
	Dobbs International	• Food Preparation/Pantry • Transportation **PARTNER TOTAL**	66
	Imperial Headwear, Inc.	• Sewers • Trimmers • Direct Embroidery **PARTNER TOTAL**	102
	Marriott Hotels	Marriott SE • Housekeeping • Kitchen • Deli/Stewarding	84
		Marriott DTC • Housekeeping • Kitchen **PARTNER TOTAL**	33 117
	Columbia HealthONE	Swedish Hospital • Environmental Services • Food & Nutrition **PARTNER TOTAL**	17
	Westin Hotel	• Housekeeping • Stewarding/Kitchen **PARTNER TOTAL**	56

Total enrolled in this area: 375

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Dec. 1, 1994 - June - 12, 1996

Basic Skills

SUBJECT AREA	BUSINESS PARTNERS	SITES/ DEPARTMENTS SERVED	TOTAL NUMBERS SERVED
Reading, Grammar, and Math for Workplace	Columbia HealthONE	Aurora Presbyterian Hospital • Environmental Services	19
		Presbyterian/St. Luke Medical Center • Environmental Services • Food & Nutrition Services	22
		PARTNER TOTAL	**41**
	St. Joseph Hospital	• Environmental Services • Food & Nutrition Services	
		PARTNER TOTAL	**10**
	Provenant Health Partners	Mercy Hospital • Environmental Services • Food & Nutrition Services	
		PARTNER TOTAL	**5**
Vocabulary for Healthcare Support Staff	Columbia HealthONE	Swedish Medical Center • Clerical Support, site-wide • Medical Records • Patient Accounting	
		PARTNER TOTAL	**53**

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Dec. 1, 1994 - June - 12, 1996

Basic Skills

SUBJECT AREA	BUSINESS PARTNERS	SITES/ DEPARTMENTS SERVED	TOTAL NUMBERS SERVED
Vocabulary for Healthcare Support Staff	Provenant Health Partners	St. Anthony Central • Clerical Support, site-wide • Medical Records • Patient Accounting	
		PARTNER TOTAL	**32**
Business Writing and Grammar	University of Colorado Health Science Center	• Environmental Services • Clerical Support & Administrative Assistants site-wide • Animal Research Labs • Facilities Maintenance	
		PARTNER TOTAL	**120**

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Participant Data

Periods 4

Submitted: February 1997

NATIONAL WORKPLACE LITERACY PROGRAM

SEMI-ANNUAL PERFORMANCE REPORT

Instructions: Please complete the attached two-page form concerning learner participation and learner gains and return it to your Education Department Project Officer within 30 days after each 6-months anniversary of your National Workplace Literacy Project grant award. AN ORIGINAL AND TWO COPIES OF EACH SEMI-ANNUAL PERFORMANCE REPORT ARE REQUIRED.

For this purpose, your Project Office is:

Name: Jim Parker

Address: 600 Independence Ave., S.W.

Washington, 20202

Telephone: (202) 205 5499

Note: Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and review the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-0522, 20503.

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OMB #1830-0522
Exp. 9/30/96

NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **COLUMBIA HealthONE**

Location: **720 So. Colorado Blvd. Suite 1260 - South Bldg, Denver, CO 80222**

Report Period: From **June 12, 1996** To: **November 30, 1996**

Date Submitted: **February 1997**

Part 1: Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **56**

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **30 (54%)**

3. Target number that were intended to be served during this 6-months period: **60 (P/SL); 50 (Swedish); 30 (Aurora/Presbyterian)**

140 total

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Presbyterian-St. Luke Medical Center 1719 E. 19th Ave. Denver, CO 80218**	**56**	**222**
2	Swedish Hospital	0	0
3	Aurora Presbyterian Hospital	0	0
4			
5			
6			
7			
8			
9			
Total			

* Contact Hours means the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 59,050.94

2. Matching Funds or In-kind Matching Obligated this Period: $ 13,413.20

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Dobbs International Services**

Location: **27280 E. 75th Ave. Denver, CO 80249**

Report Period: From **June 12, 1996** To **November 30, 1996**

Date Submitted: **February 1997**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative):	56
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):	45 (80%)
3. Target number that were intended to be served during this 6-months period:	60

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Dobbs International Services 27280 E. 75th Ave., Denver, CO 80249**	**56**	**186**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status –**

1. Federal Funds Obligated this Period	$ 55,114.21
2. Matching Funds or In-kind Matching Obligated this Period:	$ 25,485.08

NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Imperial Headwear, Inc.**

Location: **5200 E. Evans**
Denver, CO 80222-5222

Report Period: From **June 12, 1996**
To **November 30, 1996**

Date Submitted: **February 1997**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **10**

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **8 (80%)**

3. Target number that were intended to be served during this 6-months period: **15**

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Imperial Headwear, Inc.** **5200 E. Evans, Denver, CO 80222-5222**	**10**	**80.5**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status –**

1. Federal Funds Obligated this Period: **$ 7,873.46**

2. Matching Funds or In-kind Matching Obligated this Period: **$ 2,682.64**

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Marriott Hotels**

Location: **6363 E. Hampden Ave., Denver, CO 80222**

Report Period: From **June 12, 1996** To **November 30, 1996**

Date Submitted: **February 1997**

Part 1 Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **34**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **33 (97%)**
3. Target number that were intended to be served during this 6-months period: **45**
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Marriott Hotel, Southeast 6363 E. Hampden Ave., Denver, CO 80222**	**34**	**208**
2	Marriott Hotel, Denver Technical Center	0	0
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact Hours means the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status –

1. Federal Funds Obligated this Period: $ 31,493.83
2. Matching Funds or In-kind Matching Obligated this Period: $ 10,730.56

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Provenant Health Partners**

Location: **4231 W. 16th Ave. Denver, CO 80204**

Report Period: From **June 12, 1996** To **November 30, 1996**

Date Submitted: **February 1997**

Part 1 Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **10**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **9 (90%)**
3. Target number that were intended to be served during this 6-months period: **0**
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**St. Anthony Central 4231 West 16th Ave., Denver, CO. 80204**	**10**	**14**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status** --

1. Federal Funds Obligated this Period: **$ 1,968.36**
2. Matching Funds or In-kind Matching Obligated this Period: **$ 670.66**

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **University of Colorado Health Science Center**

Location: **4200 E. 9th Ave. Denver, CO 802062**

Report Period: From **June 12, 1996** To **November 30, 1996**

Date Submitted: **February 1997**

Part 1. Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **31**

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **15 (48%)**

*10 others have enrolled in subsequent higher level classes within this program.

3. Target number that were intended to be served during this 6-months period: **30**

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**University of Colorado Health Science Center 4200 E. 9th Ave., Denver, CO 802062**	**31**	**28**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status** –

1. Federal Funds Obligated this Period: $ 29,525.47

2. Matching Funds or In-kind Matching Obligated this Period: $ 10,059.90

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Westin Hotel**

Location: **1672 Lawrence St. Denver, CO 80204**

Report Period: From **June 12, 1996** To **November 30, 1996**

Date Submitted: **February 1997**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **14**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **12 (86%)**
3. Target number that were intended to be served during this 6-months period: **12**
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Westin Hotel 1672 Lawrence St., Denver, CO 80204**	**14**	**66**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status –**

1. Federal Funds Obligated this Period: **$ 11,810.19**
2. Matching Funds or In-kind Matching Obligated this Period: **$ 4,023.96**

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National Workplace Literacy Program
Semi-Annual Performance Report, Cont.

Part 3 PARTICIPATION DATA --

1 Enter the number of learners (unduplicated count) who have participated in the programs offered to date in the project (cumulative)

PROGRAMS	WHITE, NOT OF HISPANIC ORIGIN	BLACK, NOT OF HISPANIC ORIGIN	HISPANIC	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	TOTAL
A Adult Basic Education (Basic Skills) **	109	17	11	2	1	140
B Adult Secondary Education (GED)	NA	NA	NA	NA	NA	NA
C English as a Second Language	17	12	44	1	64	138
TOTAL	126	29	55	3	65	278

2. Indicated the average age of all learners participating in the project to date (cumulative) **41 years old**

3. Indicate the number of all learners participating in the project to date by gender (cumulative) Females: **214** Males: **64**

Part 4. EVALUATION DATA – Enter the total number (duplicated count of learners who have shown improvement on outcome measures* to date (cumulative) in the project.

OUTCOME MEASURES*	Number of Participants Who Have Shown Improvements
A Basic Skills **	**50** ***(Please see attached)***
B Communication Skills	**92** ***(Please see attached)***
C Problem Solving Skills	**68** ***(Please see attached)***
D Work Productivity	**56** ***(Please see attached)***
E Work Attendance	**26** ***(Please see attached)***
F Self Esteem	**140** ***(Please see attached)***
G Obtained GED	**5** ***(Please see attached)***
H Other (Designate)	***(Please see attached)***

* For each outcome for which improvements have been indicated, append a description of the outcome and of the tests or other instruments used to measure the outcome.

NOTES: In addition to scheduled performance reports, EDGAR, 34 CFR 74.84 and 34 CFR 80.40, require that significant developments be reported as soon as they become known.

** Includes Interpersonal Communication Skills, Business Writing Skills, Vocabulary for Healthcare Personnel Reading Comprehension.

OUTCOMES MEASURES:

A. **Basic Skills - Improved: 50 Participants**

- Presbyterian/St Luke's, Provenant - Vocabulary for Healthcare Personnel - 19
- UCHSC - Business Grammar and Writing - 31

Assessment measures consisted of curriculum linked pre-writing and post-writing assessments developed by the instructors. Improvements were also indicated through participants' feedback sheets and reports from department managers, human resources administrators, and some of the medical staff with whom participants work.

B **Communication Skills - Improved: 92 Participants**

- Dobbs, Westin, Marriott S.E. Hotels - Workplace ESL - 20
- Aurora Presbyterian, Presbyterian St.Luke's Medical Center - Interpersonal Communication -22

Skills Placements for ESL Classes were determined through DOPT (*Delta Oral Placement Test*) and an instructor-developed workplace needs questionnaire designed to test basic reading and writing skills. When classes began, participants were tested with curriculum-linked vocabulary tests, oral and written. Vocabulary is determined by the work site and departments from which participants come. Post-tests are similar but include more complex sentences and questions. Instructors also make progress determinations through class interaction and reports from participants' supervisors and coworkers.

Curriculum linked, instructor-designed pre and post assessments were also used to measure skills gains in the interpersonal communication classes. Gains were also determined through instructor observations, feedback sheets, self reporting by participants after classes were over, and reports from coworkers and some participants' supervisors.

C. **Problem-Solving Skills - Improved: 68 Participants**

- **Dobbs** - ESL - Production Floor - 25
- **Presbyterian/St. Luke's Medical Center** - Conflict Resolution - 12
- UCHSC - Business Writing -
  Human Resources Staff, Research Dept. - Clerical Support Staff - 31

Improvements were observed by the **UCHSC** instructor who facilitated whole-class writing and editing exercises. As a group, participants had to determine audience, the topic or issue to be addressed in writing, the most appropriate format for the writing, and if they were using the correct grammar, vocabulary, etc. to convey their messages. The final project required participants to edit each others work. These classes have been extremely popular because of their

confidence building potential. Participants report increased ability to resolve job related writing problems and to utilize new analysis skills in a variety of forms of communication.

Problem-solving improvement in healthcare environments was harder to see as we had more limited involvement with our Healthcare Partners this year. Problem-solving skills gains were seen most clearly when participants in conflict resolution and communication skills classes were offered to employees department by department. New skills were then more likely to be practiced and reinforced (as reported by participants and their supervisors). In-class pre and post assessments consisted of questionnaires relating to conflict scenarios. For relevancy, conflict scenarios were contributed by employees in prior communication skills needs assessments.

At **Dobbs**, problem-solving improvements among ESL participants were indicated through supervisors' observations. Improvements are seen in the following areas:

1. ESL participant/employees are initiating problem-solving sessions with coworkers more frequently when set-backs occur on the production line, whether with work orders or equipment.
2. Participant/employees are making more efforts to resolve personal conflicts that occur during the work day. (See "Communication Skills Improvements," Section B)
3. Participant/employees are making more effort to work in teams to increase efficiency. See "Work Productivity, Section D". Supervisors report that many participant/employees are more cooperative in general than they were prior to the ESL program.

D. **Work Productivity - Improved: 56 Participants**

- UCHSC - Business Writing - Research - Clerical - Human Resources - 20
- Dobbs - ESL - Production Floor - 13
- Westin - Housekeeping -12
- Marriott Southeast - Housekeeping, Kitchen - 11

UCHSC - Participant/employees and their supervisors and directors report that participation in the writing skills program improved employees' ability to generate correspondence more quickly, to use more effective vocabulary and format when writing and responding to different audiences, and to proofread and edit in-house and external communications more quickly and confidently.

Dobbs (refer to "Problem Solving," Section C.) Supervisors reported productivity increase among one-third of the program participants (13) and attributed it to employees' increased ability to read menus and understand work orders written in English. Feedback sessions with employees and instructors reiterate these changes.

Westin and Marriott Southeast Hotels - Housekeeping employees at both of these sites have 10 additional rooms (from 17 to 27 at the Marriott) to clean daily because of downsizing and increased room use. Employees are getting these done and are still attending ESL classes. Some coworkers observe that the classes are an incentive for employees to complete rooms because they look forward to them so much, and also because they hope to improve English skills in order to get better paying jobs - inside or outside the hospitality industry. Five of the 42 participants at these two sites were promoted to better paying jobs and more publicly visible positions in the dining room and in the lobby areas because of their improved English skills. More in-depth productivity studies are in process and will be included in the final report.

E. **Work Attendance - Improved: 26 Participants**

- Westin - ESL - Housekeepers - 12
- Marriott Southeast - ESL -Housekeepers - 6
- Dobbs - ESL - Production - 8

Westin - Attendance increased 40% among employee/participants since housekeepers began taking ESL at the Westin. There figures were collected as part of an ROI which we initiate with the Westin last fall. Data came from Westin payroll records.

Marriott Southeast - Work attendance increased 20% since initiation of ESL Programs, according to payroll records.

Dobbs - Attendance was good to begin with, but employees/participants' attendance increased 16% according to personnel office staff.

F. **Self-esteem - Improved: 140 Participants**

- Dobbs - ESL - 56
- Imperial - ESL - 12
- UCHSC - Business Writing - 35
- Westin - ESL - 12
- Marriott - ESL - 25

Self-esteem increases were measured by employees' self-evaluations, in-class instructor observations, and supervisors' comments in all cases and at all sites. While levels of increases are hard to measure quantitatively, and in isolation, the most frequent effects noted were that employees with improved self-esteem offered on the job assistance to their coworkers more often, spoke up in staff meetings more often and asked questions about processes, policies, or vocabulary when they previously had not done so. Supervisors and coworkers also noted participants' increased responsibility for and pride in their jobs. Some employees became more vocal about their desire for more education and training. Eight participants/employees enrolled in additional ESL classes in the evenings at Emily Griffith Opportunity School. Another is enrolling at Community College of Denver this fall. Another obtained her GED and is now enrolled in Emily

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Griffith's Certified Nursing Assistant Program. Three others have enrolled in Emily Griffith's Basic Computer Program. Credits from these will transfer to the Community College of Denver should they decide to pursue this study further.

It must be noted that, where external support for employees' efforts to learn or improve basic and communication skills is lacking or inconsistent, self-esteem improvements linked to skills gains is much less apparent. Job insecurities linked to on-going mergers and downsizing affected employees' overall risk-taking urges. They, then, see skills training as a "way out," not a "way up" in what is perceived as an oppressive, stressful environment. Even in these same environments, however, employees who took advantage of classes as a group from single departments felt more able to impact their jobs positively as a result of new skills. They could reinforce each other's "new good habits." This was not so easy when one or two employees from a variety of departments across a large system took classes. (This was most dramatically observed and reported by participants from interpersonal communication skills classes offered with our larger healthcare partners.)

G. **Obtained GED - Five Participants earned their GEDs.**

These five individuals are employees with two of our National Workplace Literacy grant partners, but they were referred to another AEA grant program. We understood that requests for GED instruction were not to be handled under the NWLP grant because these funds are designated for more workplace specific instruction and curriculum development. All employees who wanted or needed to take GED classes with the NWLP partnerships were referred to programs that provide general GED instruction. Twenty-two employees from our three Columbia/HealthOne sites, St. Joseph Hospital, and the Westin Hotel took advantage of these options.

H. **Other**

(Studies in process will be included with final project report.)

I. I would specifically like to commend Dobbs International Services for honoring their partnership in this program in a consistent, unwavering effort. They have actively supported the program by scheduling ongoing supervisor FYI and feedback sessions since early fall of 1996. They have recently formed a supervisor/manager advisory board to meet with instructors every Wednesday. They want to make sure that we are all on the same page, and treat these meetings as a genuine, mutual education. In December '96, they sponsored an onsite full-fledged cap and gown ceremony for ESL participants who had consistently attended classes for a full year. They flew two of their corporate executive officers to Denver for this ceremony to commend participants and present them with framed certificates. They shut down production for two separate work shifts (more than 150 employees) so they could be an audience and a support to the graduates. It was a very emotional,

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happy event and, we believe, instrumental in 25 new sign ups for ESL classes in January, and in Dobbs searching for funds to extend the program past the end of the grant. The Dobbs' partnership has been a source of inspiration also to the whole workplace education staff, who sometimes wonder if we, as education providers, are doing most of the stretching in this business/education partnership.

II In light of grant reductions I wrote letters of termination to Provenant Healthcare Partners (now Centura) and St. Joseph Hospital in December of 1996. Despite our efforts to facilitate the development of advisory boards, needs assessments, and new marketing and recruitment efforts last year, we have not received a consistent level of support from these partners to do more than offer periodic, as-needed classes - certainly not a program. As Columbia Healthcare Systems grows bigger and demands more attention, and as we continue to revise and expand our programs with other partners, staff and business contacts with Provenant and St. Joseph's agreed that this was not a wise use of funds. If you have questions or concerns regarding these changes, please contact Cynthia Faulkner, Workplace Education Program Manager, (303) 575-4811.

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Participant Data

Periods 5

Submitted: June 1997

NATIONAL WORKPLACE LITERACY PROGRAM

SEMI-ANNUAL PERFORMANCE REPORT

Instructions Please complete the attached two-page form concerning learner participation and learner gains and return it to your Education Department Project Officer within 30 days after each 6-months anniversary of your National Workplace Literacy Project grant award. AN ORIGINAL AND TWO COPIES OF EACH SEMI-ANNUAL PERFORMANCE REPORT ARE REQUIRED

For this purpose, your Project Office is:

Name: Jim Parker

Address: 600 Independence Ave., S.W

Washington, 20202

Telephone: (202) 205 5499

Note: Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and review the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-0522, 20503.

OMB #1830-0522

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Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **COLUMBIA HealthONE**

Location: **720 So. Colorado Blvd. Suite 1260 - South Bldg. Denver, CO 80222**

Report Period: From **December 1, 1996** To **May 30, 1997**

Date Submitted: **June 1997**

Part 1 Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **48**

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **31 (65%)**

3. Target number that were intended to be served during this 6-months period: **60 (P/SL); 40 (Swedish); 10 (Aurora/Presbyterian)**

110 total

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Presbyterian-St. Luke Medical Center 1719 E. 19th Ave. Denver, CO 80218**	**23**	**408**
2	**Swedish Hospital**	**15**	**46**
3	**Aurora Presbyterian Hospital**	**10**	**72**
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: **$ 14,446.07**

2. Matching Funds or In-kind Matching Obligated this Period: **$ 4,767.20**

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Dobbs International Services** Location: **27280 E. 75th Ave. Denver, CO 80249**

Report Period: From **December 1, 1996** To: **May 30, 1997** Date Submitted: **June 1997**

Part 1 Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **72**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **18 (25%) (30 presently enrolled in summer classes)**
3. Target number that were intended to be served during this 6-months period: **60**
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Dobbs International Services 27280 E. 75th Ave., Denver, CO 80249**	71	1377
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 36,926.52
2. Matching Funds or In-kind Matching Obligated this Period: $ 20,297.00
3. Dobbs financial contribution: $ 3,222.00

NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Imperial Headwear, Inc.** Location: **5200 E. Evans, Denver, CO 80222-5222**

Report Period: From **December 1, 1996** To **May 30, 1997** Date Submitted: **June 1997**

Part 1: Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **10**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **0**
3. Target number that were intended to be served during this 6-months period: **15**
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Imperial Headwear, Inc.** **5200 E. Evans, Denver, CO 80222-5222**	**10**	**73.5**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: **$ 5,275.22**
2. Matching Funds or In-kind Matching Obligated this Period: **$ 1,797.37**

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Marriott Hotels**

Location: **6363 E. Hampden Ave., Denver, CO 80222**

Report Period: From **December 1, 1996** To **May 30, 1997**

Date Submitted: **June 1997**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **39**

2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **14 (36%)** **(12 students are still in class)**

3. Target number that were intended to be served during this 6-months period: **45**

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Marriott Hotel, Southeast 6363 E. Hampden Ave., Denver, CO 80222**	**25**	**1138**
2	**Marriott Hotel, Denver Technical Center**	**14**	**240**
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 21,100.87

2. Matching Funds or In-kind Matching Obligated this Period: $ 8,369.40

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **University of Colorado Health Science Center**

Location: **4200 E. 9th Ave. Denver, CO 802062**

Report Period: From **December 1, 1996** To **May 30, 1997**

Date Submitted: **June 1997**

Part 1 Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **33**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **28 (85%)**
3. Target number that were intended to be served during this 6-months period: **30**
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**University of Colorado Health Science Center 4200 E. 9th Ave., Denver, CO 802062**	**33**	**352**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 19,782.06
2. Matching Funds or In-kind Matching Obligated this Period: $ 7,846.72

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Westin Hotel**

Location: **1672 Lawrence St. Denver, CO 80204**

Report Period: From **December 1, 1996** To **May 30, 1997**

Date Submitted: **June 1997**

Part 1 Program Parameters

1 Total number (unduplicated count) served to date in this project (cumulative): **12**

2 Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative): **11 (92%)**

3 Target number that were intended to be served during this 6-months period: **12**

4 Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Westin Hotel** **1672 Lawrence St., Denver, CO 80204**	**12**	**366**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status --

1. Federal Funds Obligated this Period: $ 7,518.00
2. Matching Funds or In-kind Matching Obligated this Period: $ 4,023.96

National Workplace Literacy Program
Semi-Annual Performance Report. Cont

Part 3 PARTICIPATION DATA --

1 Enter the number of learners (unduplicated count) who have participated in the programs offered to date in the project (cumulative)

PROGRAMS	WHITE NOT OF HISPANIC ORIGIN	BLACK, NOT OF HISPANIC ORIGIN	HISPANIC	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	TOTAL
A Adult Basic Education (Basic Skills) **	67	8	6	1	2	84
B Adult Secondary Education (GED)	NA	NA	NA	NA	NA	NA
C English as a Second Language	15	8	53	0	52	128
TOTAL	82	16	59	1	54	212

Ethnicity not available for 2 participants

2. Indicated the average age of all learners participating in the project to date (cumulative) **41 years old**

3. Indicate the number of all learners participating in the project to date by gender (cumulative) Females: **160** Males: **52**

Part 4. EVALUATION DATA – Enter the total number (duplicated count of learners who have shown improvement on outcome measures* to date (cumulative) in the project.

OUTCOME MEASURES*	Number of Participants Who Have Shown Improvements
A Basic Skills **	**65** ***(Please see attached)***
B Communication Skills	**108** ***(Please see attached)***
C Problem Solving Skills	**73** ***(Please see attached)***
D Work Productivity	**63** ***(Please see attached)***
E Work Attendance	**53** ***(Please see attached)***
F Self Esteem	**86** ***(Please see attached)***
G Obtained GED	**6** ***(Please see attached)***
H Other (Designate)	***(Please see attached)***

* For each outcome for which improvements have been indicated, append a description of the outcome and of the tests or other instruments used to measure the outcome.

NOTES: In addition to scheduled performance reports, EDGAR, 34 CFR 74.84 and 34 CFR 80.40, require that significant developments be reported as soon as they become known.

** Includes Interpersonal Communication Skills, Business Writing Skills, Reading Comprehension, and Writing Skills incorporated in ESL classes.

OUTCOMES MEASURES:

A. **Basic Skills - Improved: 65 Participants**

- **Presbyterian/St.Luke's; Swedish; Aurora Presbyterian Hospital** (all under "Columbia, Colorado Division" partnership) - Interpersonal Communication and Team Building series - 24
- **Dobbs** - reading and writing skills for intermediate/ESL students doing home study - 6
- **Imperial Headwear** - reading and writing skills for intermediate/advanced ESL students who remained in tutorial program after regular classes were postponed in January '97 - 5
- **UCHSC** - "Writing for the Workplace," a series of 5-week modules - 28
- **Westin Hotel** - (one participant left to enroll in a GED class; one registered for a class at area community college this summer) - 2

Assessment measures consisted of curriculum linked pre-writing and post-writing assessments developed by the instructors. Improvements were also indicated through participants' feedback sheets and reports from department managers, human resources administrators, and some of the medical staff with whom participants work.

B. **Communication Skills - Improved: 108 Participants**

- **Dobbs; Marriott S.E. and Marriott Tech Hotels; Westin Hotel; Imperial Headwear** - Workplace ESL - 78
- **Presbyterian/St.Luke's Medical Center; Swedish Hospital; Aurora Presbyterian Hospital** - Interpersonal Communications and Team Building series - 30 -

Skills Placements for ESL Classes were determined through DOPT (*Delta Oral Placement Test*) and an instructor-developed workplace needs questionnaire designed to test basic reading and writing skills. When classes began, participants were tested with curriculum-linked vocabulary tests, oral and written. Vocabulary is determined by the work site and departments from which participants come. Post-tests are similar but include more complex sentences and questions. Instructors also make progress determinations through class interaction and reports from participants' supervisors and coworkers.

Curriculum linked, instructor-designed pre and post assessments were also used to measure skills gains in the interpersonal communication classes. Gains were also determined through instructor observations, feedback sheets, self reporting by participants after classes were over, and reports from coworkers and some participants' supervisors.

C. **Problem-Solving Skills - Improved: 68 Participants**

- **Dobbs - ESL - Transportation** , Cold Prep and Hot Prep Depts -15

- **Presbyterian/St. Luke's Medical Center; Swedish Hospital; Aurora Presbyterian Hospital** - Interpersonal Communication Skills - 30
- **UCHSC** - Writing in the Workplace- 28

Improvements were observed by the **UCHSC** instructor who facilitated whole-class writing and editing exercises. As a group, participants had to determine audience, the topic or issue to be addressed in writing, the most appropriate format for the writing, and if they were using the correct grammar, vocabulary, etc. to convey their messages. The final project required participants to edit each others work. These classes have been extremely popular because of their confidence building potential. Participants report increased ability to resolve job related writing problems and to utilize new analysis skills in a variety of forms of communication.

We continue to have rather limited involvement with our Healthcare Partners in 1997. The most positive gain in this area was seen when participants in the comprehensive communication skills modules realized that their problem was not in their inherent understanding as the principles and practices of good communication, but in using those skills to better utilize each others' talents, perceptions, and time to manage their increased workloads in a team approach. Outcomes were observed in the classroom setting, through employee self-reporting, and subsequent instructor follow-up.

At **Dobbs**, problem-solving improvements among ESL participants were indicated through supervisors' observations and reports to instructors. As with last year, improvements are seen in the following areas:

1. ESL participant/employees are initiating problem-solving sessions with coworkers more frequently when set-backs occur on the production line, whether with work orders or equipment.
2. Participant/employees are making more efforts to resolve personal conflicts that occur during the work day. (See "Communication Skills Improvements," Section B)
3. **Participant/employees** are making more effort to work in teams to increase **efficiency**. See "Work Productivity, Section D". Supervisors report that many **participant/employees** are more cooperative in general than they were prior to the ESL program.

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D **Work Productivity - Improved: 63 Participants**

- **Presbyterian/St. Luke's; Swedish; Aurora Presbyterian** - Interpersonal Communications Skills series - 8
- **Dobbs** - ESL- Food Prep - 15
- **Marriott Hotels** - 10
- **Westin Hotel** - 10
- **UCHSC** - 20

UCHSC - Participant/employees and their supervisors and directors report that participation in the writing skills program improved employees' ability to generate correspondence more quickly, to use more effective vocabulary and format when writing and responding to different audiences, and to proofread and edit in-house and external communications more quickly and confidently.

Dobbs (refer to "Problem Solving," Section C.) Supervisors reported productivity increase among one-fourth of the program participants (15) and attributed it to employees' increased ability to read menus and understand work orders and supervisors/leads verbal directions written in English. Feedback sessions with employees and instructors reiterate these changes.

Westin and Marriott Hotels - Housekeeping employees at both of these sites still have additional rooms to clean daily because of downsizing and increased room use. Some supervisors and coworkers observe that the classes are an incentive for employees to complete rooms because they look forward to them so much, and also because they hope to improve English skills in order to get better paying jobs - inside or outside the hospitality industry. Four of the 49 participants at these two sites were promoted to better paying jobs and more publicly visible positions in the hotels because of their improved English skills. Productivity studies are in process and will be included in the final report. The Westin has made a more active effort to contribute to these studies than the Marriott at this time.

E **Work Attendance - Improved: 26 Participants**

- **Westin Hotel-** - 10
- **Marriott Hotels** - ESL - 35
- **Dobbs** - ESL - Food Preparation- 8

Dobbs' retention/attendance has actually fallen off in the last 2 months, but not just among program participants. It is a company wide concern at present and is being looked into by management and supervisory staff.

Among our hospitality partners, ESL programs are being cited as important factors in employee retention improvement, rather than improvement, necessarily, in attendance. At the Westin hotel in particular, this has resulted in a savings of several thousand dollars a year in new hire training.

F 2**Self-esteem - Improved: 86 Participants**

- Dobbs - ESL - 32
- Imperial - ESL - 2
- UCHSC - Workplace Writing - 14
- Westin - ESL - 10
- Marriott Hotels- ESL - 28

Self-esteem increases were measured by employees' self-evaluations, in-class instructor observations, and supervisors' comments in all cases and at all sites. While levels of increases are hard to measure quantitatively, and in isolation, the most frequent effects noted were that employees with improved self-esteem offered on-the-job assistance to their coworkers more often, spoke up in staff meetings more often and asked questions about processes, policies, or vocabulary when they previously had not done so. Supervisors and coworkers also noted participants' increased responsibility for and pride in their jobs. Some employees became more vocal about their desire for more education and training. Ten participants/employees enrolled in additional ESL classes in the evenings at Emily Griffith Opportunity School. Two others are enrolling at the University of Colorado, Denver this fall. Two others have enrolled in Emily Griffith's Basic Computer Program. Credits from these will transfer to the Community College of Denver should they decide to pursue this study further.

It must be noted that, where external support for employees' efforts to learn or improve basic and communication skills is lacking or inconsistent, self-esteem improvements linked to skills gains is much less apparent. Job insecurities linked to on-going mergers and downsizing affected employees' overall risk-taking urges. They, then, see skills training as a "way out," not a "way up" in what is perceived as an oppressive, stressful environment. Even in these same environments,

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however, employees who took advantage of classes as a group from single departments felt more able to impact their jobs positively as a result of new skills They could reinforce each other's "new good habits "

G **Obtained GED -** 6, 9 others have passed parts of the GED exam

These 15 individuals are employees with two of our National Workplace Literacy grant partners, but they were referred to another AEA grant program We understood that requests for GED instruction were not to be handled under the NWLP grant because these funds are designated for more workplace specific instruction and curriculum development. All employees who wanted or needed to take GED classes with the NWLP partnerships were referred to programs that provide general GED instruction. Twenty-four employees from two Columbia/HealthOne sites took advantage of these options.

H. **Other**

Dobbs International Services continues to be an exceptional partner. Several supervisors at the Denver site have formed an advisory/feedback committee of their own. The ESL Program is a regular part of their agenda. They set up an in-house e-mail for instructors so that they can communicate to supervisors or participants more quickly and easily at this very large site. Dobbs Corporation has paid for 50% of the on-site instruction time since January 1997. They are paying grant rates at this time.

In addition, program participants at Dobbs are very involved in their own learning process, and in encouraging others to join in. One participant initiated a monthly "ESL Newsletter" on his own. Others have contributed to the newsletter. Issues are drafted once monthly, and copies are distributed at the work site.

Participant Data

Periods 6 plus extension

Submitted: July 1998

NATIONAL WORKPLACE LITERACY PROGRAM

SEMI-ANNUAL PERFORMANCE REPORT

Instructions Please complete the attached two-page form concerning learner participation and learner gains and return it to your Education Department Project Officer within 30 days after each 6-months anniversary of your National Workplace Literacy Project grant award AN ORIGINAL AND TWO COPIES OF EACH SEMI-ANNUAL PERFORMANCE REPORT ARE REQUIRED

For this purpose, your Project Office is:

Name Jim Parker

Address: 600 Independence Ave., S.W

Washington, 20202

Telephone: (202) 205 5499

Note: Public reporting burden for this collection of information is estimated to average 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and review the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing the burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1830-0522, 20503.

OMB #1830-0522

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Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **COLUMBIA HealthONE**

Location: 720 So. Colorado Blvd.
Suite 1260 - South Bldg.
Denver, CO 80222

Report Period: From **June 1, 1997**
To **March 3, 1998**

Date Submitted: **March 1998**

Part I Program Parameters

1 Total number (unduplicated count) served to date in this project (cumulative): 73

2 Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):

3 Target number that were intended to be served during this 6-months period: 75

4 Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Presbyterian-St. Luke Medical Center 1719 E. 19th Ave. Denver, CO 80218**	**13**	**122.5**
2	**Swedish Hospital**	**26**	**180**
3	**Aurora Presbyterian Hospital**	**34**	**392**
4			
5			
6			
7			
8			
9			
Total			

* Contact Hours means the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status –

1 Federal Funds Obligated this Period: $ 27,661.39 (15% of total expended funds for this period.)

2 Matching Funds or In-kind Matching Obligated this Period: $ 16,800.00 (61% of above amount.)

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Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **St. Joseph's Hospital/Louise's Workshop***

Location: **1800 Gilpan Street Denver, CO 80218**

Report Period: From **June 1, 1997** To **March 3, 1998**

Date Submitted: **March 1998**

Part 1 Program Parameters

2 Total number (unduplicated count) served to date in this project (cumulative): 12

2 Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):

3 Target number that were intended to be served during this 6-months period: 10

4 Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Louise's Workshop**	**12**	**360**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact Hours means the total number of teaching hours that all participating workers received at the site.

Part 2: Financial Status –

1 Federal Funds Obligated this Period: $ 5,769.00 (3% of total expended funds for this period.)

2 Matching Funds of In-kind Matching Obligated this period: $ 6,720.00 (116% of above amount.)

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Dobbs International Services**

Location: **27280 E. 75th Ave. Denver, CO 80249**

Report Period: From **June 1, 1997** To **March 3, 1998**

Date Submitted: **March 1998**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): 60
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):
3. Target number that were intended to be served during this 6-months period: 65

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Dobbs International Services 27280 E. 75th Ave., Denver, CO 80249**	60	619
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status –**

1. Federal Funds Obligated this Period: $ 63,667.80 (34% of total funds expended for this period.)
2. Matching Funds or In-kind Matching Obligated this Period: $ 20,488.00
3. Dobbs financial contribution: $ 7,000.00 (combined amount 43% of above expenditure.)

- 65 employees enrolled in ESL/GED classes in January 1998. Dobbs began funding program for themselves at this time.

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Imperial Headwear, Inc.**

Location: **5200 E. Evans**
Denver, CO 80222-5222

Report Period: From **June 1, 1997**
To **March 3, 1998**

Date Submitted: **March 1998**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): -0-
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):
3. Target number that were intended to be served during this 6-months period: 0
4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Imperial Headwear, Inc.** **5200 E. Evans, Denver, CO 80222-5222**		
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all-participating workers received at the site.

☆ Part 2: **Financial Status** – NO ACTIVITY THIS PERIOD

1. Federal Funds Obligated this Period $0
2. Matching Funds or In-kind Matching Obligated this Period:

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners **Marriott Hotels**

Location **6363 E. Hampden Ave., Denver, CO 80222**

Report Period From **June 1, 1997** To **March 3, 1998**

Date Submitted: **March 1998**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): 70
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):
3. Target number that were intended to be served during this 6-months period: 50

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Marriott Hotel, Southeast 6363 E. Hampden Ave., Denver, CO 80222**	**24**	**360**
2	**Marriott Hotel, Denver Technical Center**	**46**	**537**
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status –**

1. Federal Funds Obligated this Period: $ 38,629.43 (21% of total expended funds for this period.)
2. Matching Funds or In-kind Matching Obligated this Period: $ 26,015.47 (69% combined matching funds.)
3. Marriott Tech Cash Contributions: $ 800.00

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **University of Colorado Health Science Center**

Location: **4200 E. 9th Ave. Denver, CO 802062**

Report Period: From **June 1, 1997** To **March 3, 1998**

Date Submitted: **March 1998**

Part 1 Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): **36**
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):
3. Target number that were intended to be served during this 6-months period: **35**

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**University of Colorado Health Science Center 4200 E. 9th Ave., Denver, CO 802062**	**36**	**507**
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status --**

1. Federal Funds Obligated this Period: $ 32,690.28 (18% of total funds expended for this period.)
2. Matching Funds or In-kind Matching Obligated this Period: $ 15,552.00 (48% of above amount.)

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NATIONAL WORKPLACE LITERACY PROGRAM
Semi-Annual Performance Report

Title of Project: **WORKPLACE EDUCATION PROGRAM**

Partners: **Westin Hotel** Location: **1672 Lawrence St. Denver, CO 80204**

Report Period: From **June 1, 1997** Date Submitted: **March 1998**

To **March 3, 1998**

Part I Program Parameters

1. Total number (unduplicated count) served to date in this project (cumulative): 7
2. Total number (unduplicated count) who have left the project under this grant due to having accomplished literacy goals (cumulative):
3. Target number that were intended to be served during this 6-months period: 10

4. Number served at each site during this six-month period. (Number may include individuals reported in previous periods.)

Site	Number/Location	Total Number of Learners	Total Number of Contact Hours*
1	**Westin Hotel 1672 Lawrence St., Denver, CO 80204**	7	254
2			
3			
4			
5			
6			
7			
8			
9			
Total			

* Contact **Hours means** the total number of teaching hours that all participating workers received at the site.

Part 2: **Financial Status –**

1. Federal Funds Obligated this Period: $ 15,991.39 (9% of total funds expended for this period.)
2. Matching Funds or In-kind Matching Obligated this Period: $ 7,196.13 (45% of above amount.)

- 15 employees enrolled in ESL program as of April 6, 1998. Westin began funding this program for themselves at this time.

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National Workplace Literacy Program
Semi-Annual Performance Report, Cont

Part 3 PARTICIPATION DATA --

1 Enter the number of learners (unduplicated count) who have participated in the programs offered to date in the project (cumulative)

PROGRAMS	WHITE, NOT OF HISPANIC ORIGIN	BLACK, NOT OF HISPANIC ORIGIN	HISPANIC	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	TOTAL
A Adult Basic Education (Basic Skills) **	73	18	33	0	7	122
B Adult Secondary Education (GED)	NA	NA	NA	NA	NA	NA
C English as a Second Language	26	6	44	0	38	136
TOTAL	99	24	77	0	45	258

Ethnicity not available for 22 ESL participants

2 Indicated the average age of all learners participating in the project to date (cumulative) **years old**

3 Indicate the number of all learners participating in the project to date by gender (cumulative) Females: 193 Males: 55

Part 4 EVALUATION DATA – Enter the total number (duplicated count of learners who have shown improvement on outcome measures* to date (cumulative) in the project.

OUTCOME MEASURES*	Number of Participants Who Have Shown Improvements
A. Basic Skills **	**147** ***(Please see attached)***
B. Communication Skills	**151** ***(Please see attached)***
C. Problem Solving Skills	**126** ***(Please see attached)***
D. Work Productivity	**175** ***(Please see attached)***
E. Work Attendance	**46** ***(Please see attached)***
F. Self Esteem	**108** ***(Please see attached)***
G. Obtained GED	**6** ***(Please see attached)***
H. Other (Designate)	***(Please see attached)***

* For each outcome for which improvements have been indicated, append a description of the outcome and of the tests or other instruments used to measure the outcome.

NOTES: In addition to scheduled performance reports, EDGAR, 34 CFR 74.84 and 34 CFR 80.40, require that significant developments be reported as soon as they become known.

** Includes Interpersonal Communication Skills, Business Writing Skills, Reading Comprehension, and Writing Skills incorporated in ESL classes.

OUTCOMES MEASURES:

A. **Basic Skills - Improved: 147 Participants**

- **Presbyterian/St.Luke's; Swedish; Aurora Presbyterian Hospital** (all under "Columbia, Colorado Division" partnership) – Vocabulary for Healthcare Personnel - 73
- **Dobbs** - reading and writing skills for intermediate ESL students doing home study – 12; Business Basics – 10
- **The Marriott Hotels** –Reading & Writing for Advanced ESL- 10
- **UCHSC** - "Writing for the Workplace," a series of 5-week modules - 36
- **Westin Hotel** –Advanced ESL, Reading &; Writing - 3
- **St. Joseph's Hospital/Louise's Workshop** – writing done for the New Hires Support pilot – 3

Assessment measures consisted of curriculum linked pre-writing and post-writing assessments developed by the instructors. Improvements were also indicated through participants' feedback sheets and reports from department managers, human resources administrators, and some of the participants' coworkers.

B. **Communication Skills - Improved: 108 Participants**

- **UCHSC** - 36
- **Dobbs; Marriott S.E. and Marriott Tech Hotels; Westin Hotel;** Workplace ESL - 106
- **St. Joseph's Hospital/Louise's Workshop** - 9

Skills Placements for ESL Classes were determined through DOPT (*Delta Oral Placement Test*) and an instructor-developed workplace needs questionnaire designed to test basic reading and writing skills. When classes began, participants were tested with curriculum-linked vocabulary tests, oral and written. Vocabulary is determined by the work site and departments from which participants come. **Post-tests** are similar but include more complex sentences and questions. **Instructors** also make progress determinations through class interaction and **reports** from participants' supervisors and coworkers.

Curriculum linked, instructor-designed pre and post assessments were also used to measure skills gains in interpersonal communication classes at Louise's Workshop, and for the writing classes at UCHSC. Gains were also determined through instructor observations, feedback sheets, self reporting by participants after classes were over, and reports from coworkers and some participants' supervisors.

C. **Problem-Solving Skills - Improved: 94 Participants**

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- **Dobbs - ESL - Transportation**, Cold Prep and Hot Prep Depts. -33
- **Presbyterian/St. Luke's Medical Center; Swedish Hospital; Aurora Presbyterian Hospital** – Vocabulary for Healthcare Personnel - 16
- **UCHSC** - Writing in the Workplace- 36
- **St. Joseph's Hospital/Louise's Workshop** - 9

Improvements were observed by the **UCHSC** instructor who facilitated whole-class writing and editing exercises. As a group, participants had to determine audience, the topic or issue to be addressed in writing, the most appropriate format for the writing, and if they were using the correct grammar, vocabulary, etc. to convey their messages. The final project required participants to edit each other's work. These classes have been extremely popular because of their confidence building potential. Participants report increased ability to resolve job related writing problems and to utilize new analysis skills in a variety of forms of communication.

We continued to have limited involvement with our Healthcare Partners in 1997/98. Outcomes were mostly observed in the classroom setting, through employee self-reporting, and subsequent instructor follow-up.

At **Dobbs**, problem-solving improvements among ESL participants were indicated through supervisors' observations and reports to instructors. As with last year, improvements are seen in the following areas:

1. ESL participant/employees are initiating problem-solving sessions with coworkers more frequently when setbacks occur on the production line, whether with work orders or equipment.
2. Participant/employees are making more efforts to resolve personal conflicts that occur during the workday. (See "Communication Skills Improvements," Section B)
3. Participant/employees are making more effort to work in teams to increase efficiency. See "Work Productivity, Section D". Supervisors report that many participant/employees are more cooperative in general than they were prior to the ESL program.

At **Louise's** Workshop, participants were all working on better ways to organize time, prioritize family and work issues, and resolve conflicts with employers and coworkers. These women were new to the workforce, so concrete problem solving skills were especially important for them to feel like they could succeed at work

Work Productivity - Improved: 175 Participants

- **Presbyterian/St. Luke's; Swedish; Aurora Presbyterian** – Vocabulary for Healthcare Personnel - 68
- **Dobbs** - ESL- Food Prep, Transportation - 32
- **Marriott Hotels** - 31

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- **Westin Hotel** - 5
- **UCHSC** - 30
- **St. Joseph's Hospital/Louise's Workshop** -9

UCHSC - Participant employees and their supervisors and directors reported that participation in the writing skills program improved employees' ability to generate correspondence more quickly, to use more effective vocabulary and format when writing and responding to different audiences, and to proofread and edit in-house and external communications more quickly and confidently.

Dobbs (refer to "Problem Solving," Section C.) Supervisors attribute improved efficiency on the production line to employees' increased ability to read menus..understand work orders, and follow supervisors/leads' verbal directions in English. Feedback sessions with employees and instructors reiterate these changes.

Westin and Marriott Hotels - Housekeeping employees at both of these sites still have additional rooms to clean daily because of downsizing and increased room use. Some supervisors and coworkers observe that the classes are an incentive for employees to complete rooms because they look forward to them so much, and also because they hope to improve English skills in order to get better paying jobs - inside or outside the hospitality industry. Participants at these two sites were promoted to better paying jobs and more publicly visible positions in the hotels because of their improved English skills.

Louise's Workshop – The director reported that "work focus" and productivity improved for all 9 of the participants that completed the New Hires Support pilot. She attributed it to the increased awareness they had about their attitudes about work and a new faith in their ability to learn and reach goals, resulting from skills gained in on-site classes.

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E. **Work Attendance - Improved: 46 Participants**

- **Westin Hotel-** - 6
- **Marriott Hotels** - ESL - 19
- **Dobbs** - ESL - Food Preparation- 10; Dishroom – 3
- **St.Joseph's/Louise's Workshop** - 8

Dobbs' retention/attendance has improved in the last 6 months overall. This has been one of the company's primary concerns over the past year. Improvements are attributed to the ESL program, a strong move toward team management, and company incentives for participating on these teams. Among our hospitality partners, ESL programs are being cited as important factors in employee retention improvement, rather than improvement, necessarily, in attendance. At the Westin hotel in particular, this has resulted in a saving of several thousand dollars a year in new hire training. See ROI studies.

At Louise's Workshop attendance improved because participants found better ways to address family distractions while at work.

F. **Self-esteem - Improved: 108 Participants**

- Dobbs - ESL - 38
- Louise's Workshop - 9
- UCHSC - Workplace Writing - 6
- Westin - ESL - 10
- Marriott Hotels- ESL – 38
- Columbia Healthcare – 12

Self-esteem increases were measured by employees' self-evaluations, in-class instructor observations, and supervisors' comments in all cases and at all sites. Self-esteem increases are hard to measure quantitatively, and in isolation. But the most frequent effects noted were that employees with improved self-esteem offered on-the-job assistance to their coworkers more often, spoke up in staff meetings more often ,and asked questions about processes, policies, or vocabulary when they previously had not done so. Supervisors and coworkers also noted participants' increased responsibility for and pride in their jobs. Some employees became more vocal about their desire for more education and training. Several Dobbs employees who attended classes are now part of Dobbs' new Problem-Solvers Teams. Each team deals with a different issue that is of concern to the organization: safety, productivity, communication between the Transportation Department and the airlines, etc. Participants cite new confidence in their language skills and the value of their contributions as reasons for their participation. Also, participants from all other sites have enrolled in additional classes and training programs, believing that they can now succeed in these as well.

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G. **Obtained GED -** 6; 9 others have passed parts of the GED exam

These 15 individuals are employees with two of our National Workplace Literacy grant partners, but they were referred to another AEA grant program. We have not provided GED instruction exclusively through the NWLP grant since 1996. All employees who wanted or needed to take GED classes with the NWLP partnerships were referred to programs that provide general GED instruction. Twenty-eight employees from two Columbia Healthcare sites took advantage of these options, 12 from Swedish Hospital, and 16 from Presbyterian/St. Luke's.

H. **Other**

Dobbs International Services proved throughout the grant to be an exceptional partner. The Supervisors Advisory Committee includes the ESL/Basic Skills Program as a regular part of their agenda. Dobbs Corporation paid for 100% of on-site instruction time in spring of 1998 (16 hours per week for 36 weeks) and are looking for ways to generate funds to continue the program in 1999.

Program participants at Dobbs continue to be very involved in their own learning and in encouraging others to join in. One participant initiated a monthly "ESL Newsletter" on his own. Others have contributed to the newsletter. Issues are now drafted quarterly, and copies are distributed at the work site and to the corporate headquarters in Georgia. Dobbs has 42 sites around the country and in England. The Denver site has won several awards for productivity and excellent safety records. CEOs for the organization point to the ESL Program at Dobbs as one of the reasons for its success. (from Dobbs' quarterly newsletter, spring 1998)

Louise's Workshop also deserves recognition for its extreme dedication to its employees. Housed originally by St. Joseph's Hospital, this small but mighty, entrepreneurial organization does whatever it takes to address problems as they arise, whether personal, job-task, or education related. Participants get to experience problem-solving skills at their most challenging, modeled on a daily basis by its director and her peers. Two of the nine individuals we worked with in the two-and-a-half month program have moved to higher paying jobs, one with AT&T, one with a local catering company. Louise's sees itself as a stepping stone, not the final outcome for its employees. Jobs are private contract, light assembly work. Contracts provide employees the opportunity to work within schedules, meet deadlines, act as part of a team, and improve communication skills necessary to negotiate the demands required of a single working parent. But when they are ready to move on, participants practice interviewing skills for the next job with help from Louise's. All of the Program participants are much closer to working independence than they have ever been, by their own admission. And we as a staff learned as much from this experience as the employees. That is, when we as trainers remember that we are working with whole persons, we are much more likely to bring about desired changes in attitudes about work

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I. Program Overview, Section A

In January 1995, under the NWLP grant, the Workplace Education Program had partnerships with eight businesses in the Denver Metro area. Four were healthcare, three were hospitality and service industries, and one was manufacturing/production. Midway through 1996, we had replaced three partners with one smaller and one larger partner and terminated another. By mid 1997 we had partnerships with five businesses. Though we had the opportunity to replace terminated partnerships in 1997 with other promising ones, we chose not to add more partnerships because of the third year budget cuts. (See list of partners below.) Nonetheless, business education partnerships have begun to expand significantly, as a result of successful partnerships we have had, and because of the experience we have gained in program development over the last three years. (See "Institutionalization," section II for details). Our primary objective in working with our healthcare partners was to improve and refine communication skills for employees at all levels. We determined to do this through a variety of interpersonal communication skills workshops and modules, custom tailored and offered during times when employees in targeted departments could best take advantage of them. Improving writing skills and ESL were part of the broad framework for improving communication skills in these healthcare environments as well. The overriding goal among these participants was to improve job security and reduce some of the conflict and stress that is so much part of the healthcare industry in recent years.

Among our hospitality, service, and production partners, job task analyses most strongly reflected a need for improved English language communication and customer service skills. We addressed these needs through ongoing, multi-level, workplace ESL instruction, as well as customer service and business writing for appropriate departments. This group of partners typically promotes from within. Turnover at all levels of the hospitality industry is high, so entry-level employees who improve language and customer service skills can promote to better-paying, more challenging job positions rather quickly in certain departments. Employees who are paid piece-rate or by improved productivity in manufacturing and service industries do not necessarily choose to "promote". But improved communication and problem-solving skills enabled these employees to streamline job tasks and increase their potential earnings.

The Workplace Education Program staff acknowledges and supports the specific job-related goals of our business partners and their employees. However, in the broad scheme of things, and considering the on-going climate of unrest within several of the industries with whom we worked, we knew that many dedicated employees would lose their jobs due to circumstances beyond their control. It was the collective goal of this staff to increase the skills and awareness of program participants in ways that could help them adapt to the changes they might face with a greater degree of confidence than they perhaps had possessed before this program.

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Current Partners

- Columbia HealthONE
  - Aurora Presbyterian Hospital
  - Presbyterian/St. Luke Medical Center
  - Swedish Medical Center
- Dobbs International Services
- Marriott Hotels
  - Marriott Hotel, SouthEast (SE)
  - Marriott Hotel, Denver Tech Center (DTC)
- University of Colorado Health Science Center (UCHSC)
- Westin Hotel

Terminated Partners

- Colorado Contract Cut and Sew - replaced by Dobbs International
- Hospital Cooperative Laundry - replaced by Dobbs International
- Hilton Hotel - replaced by Westin Hotel
- Imperial (moved to State AEA Grant for citizenship and tutorial ESL program)
- St. Joseph Hospital (moved to State AEA Grant for GED study)

Reinstated Partnerships (paying privately as of January 1998)

- St. Anthony Central Hospital (Centura Provenant Health Partners)

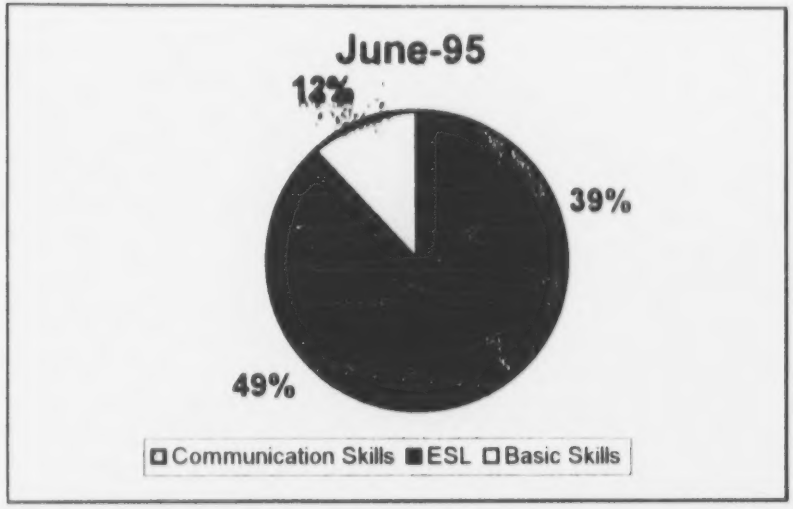
Expanded Partnerships (Paying privately as of Spring 1997)

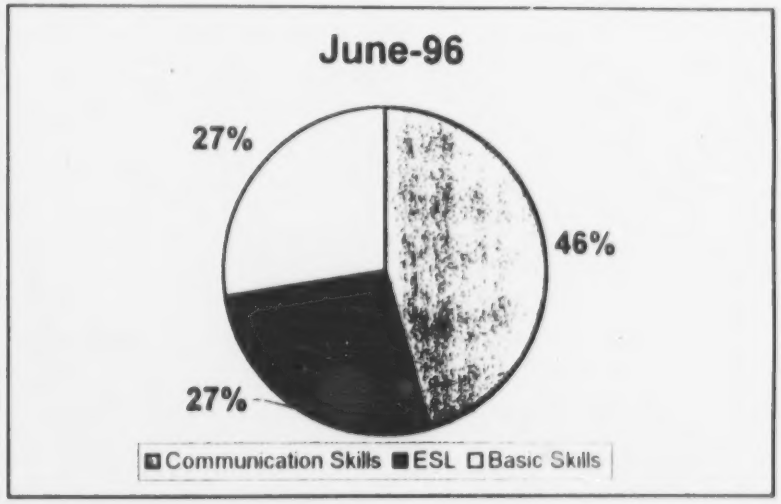
- Marriott Hotels
  - Marriott City Center
  - Denver Marriott West

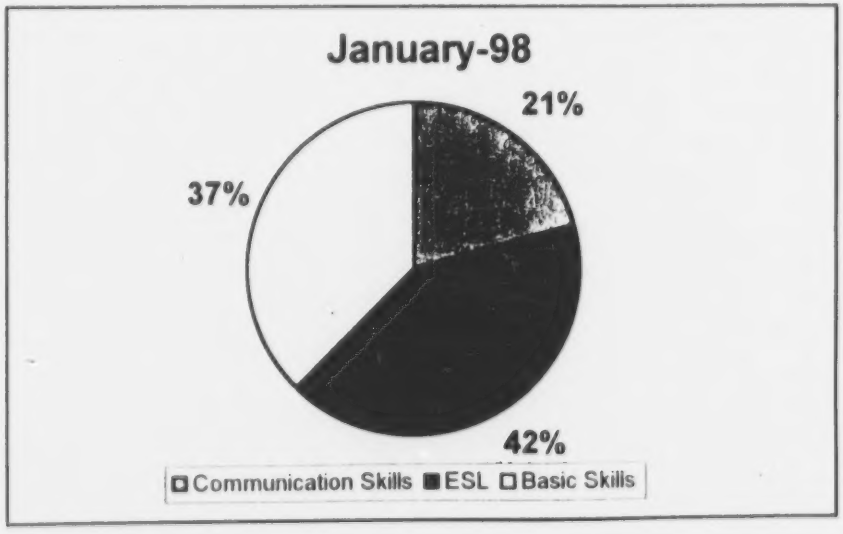
WEP Staff proposed to provide instruction to 2100 employees over the 3-year grant cycle with the 8 partners WEP signed in 1994. Throughout the numerous shifts in Partner activity and the third year budget cut, we served an unduplicated count of 1778. Mathematica reported enrollment and outcomes data for the first year of the grant. Though Mathematica did not compile data after that, WEP used the same forms for enrollment and outcomes, for the sake of consistency. Record keeping and reporting has

Changes in Participation by Skill Area

Jan 1995 - Jan 1998







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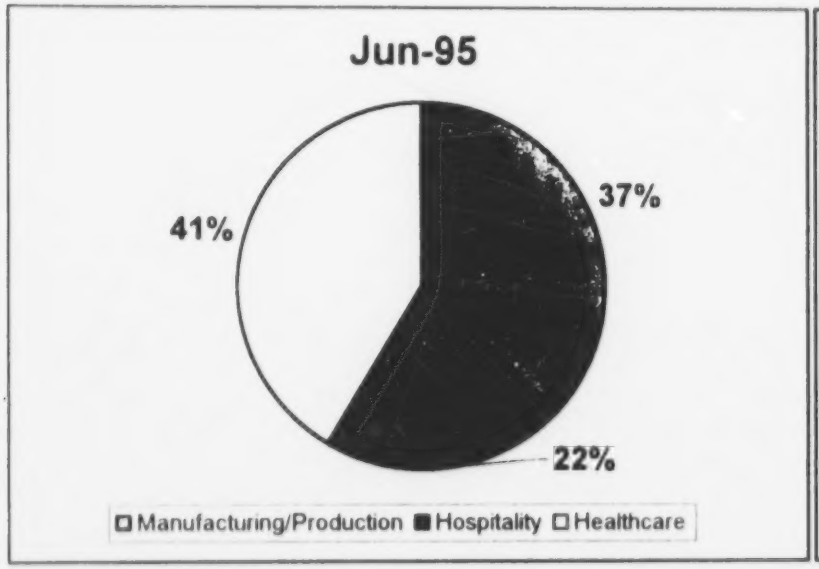
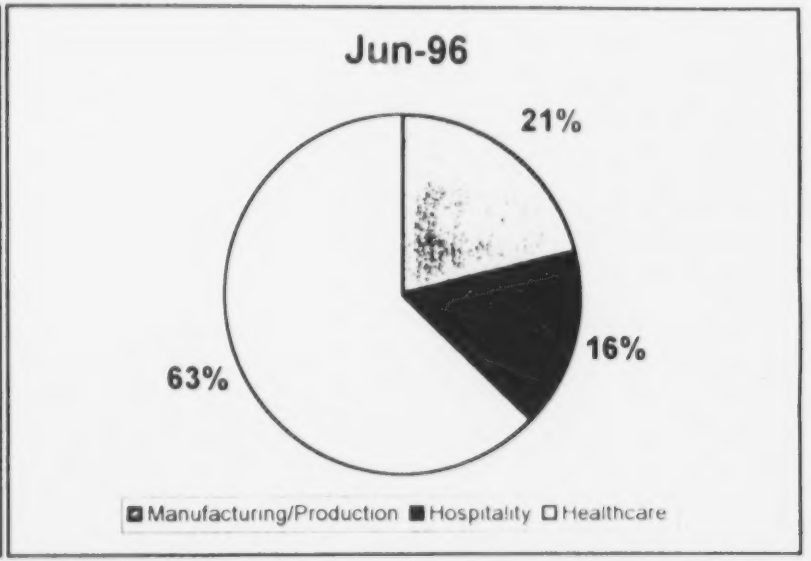
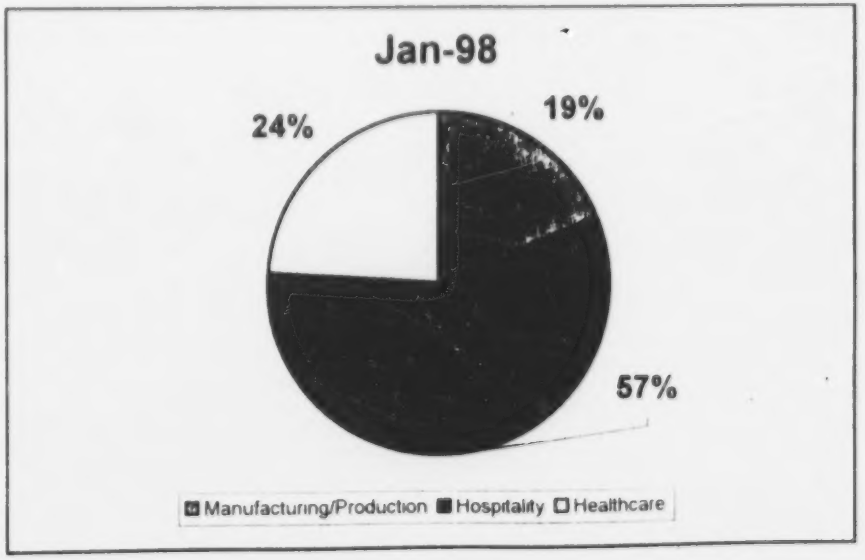
Changes in Participation by Industry

Jan 95 - Jan 98







Participant Data

Periods 1-3
Submitted: June 1996

been computerized and maintained in the manner described in our 1994 proposal, page 34. We used forms your office provided to report data during the last three 6-month reporting periods of the grant cycle, plus the extension. (refer to Performance Reports, Section A)

Overview, Section B

There are several areas cited in the proposal necessary for program delivery but not part of the 5 major operational goals.

1) The provision of on-site classroom space (p. 33 of proposal)
2) Marketing and recruitment (p. 33 of proposal)
3) IEPs (p. 33 of proposal)
4) Needs Assessment (p. 32 of proposal)
5) Learning support workshops (p. 22 of proposal)
6) Teacher training and professional development (p. 32 of proposal)
7) Peer/Tutorial Support (p. 42 of proposal)
8) ROI status/plans (p. 33 of proposal; this will be addressed in a separate section at the end of the narrative and before the appendices).

These will be addressed briefly in order below.

1. & 2. On-site Classroom Space/Marketing & Recruiting

All partners provided on-site classroom space for all of our classes. All partners marketed classes to employees - some more creatively and thoughtfully than others. WEP advisory contacts marketed the program by sharing opportunities and successes with other managers, directors, and supervisors at their sites. Requests for several of our classes came specifically from these contacts. St. Joseph Hospital, Columbia HealthONE, the Marriott Hotels and Dobbs International Services advertised the program and highlighted specific classes in newsletters; Dobbs advertised the Denver program in their national newsletter as well, and spotlighted two students who obtained citizenship while enrolled in the ESL Programs at the Denver site; University of Colorado Health Science Center advertised through e-mail and flyers. Dobbs and Imperial Headwear, Inc., marketed through employee meetings, posters on designated bulletin boards in common areas, flyers, small group and one-on-one interviews. They also encouraged new hires to take advantage of classes during their orientations. Dobbs also did three special presentations for all employees to promote this program before we began classes there in January of 1996. And in December of 1996 and 1997, Dobbs sponsored full cap and gown graduation ceremonies, complete with local dignitaries, for ESL participants who had competed one, then two full years of on-site instruction. The Marriott Hotels and the Westin Hotel marketed the program during new employee orientations, staff meetings, through flyers and, of course, by word of mouth. Also, our staff manned (and womanned) information tables in company cafeterias and lobbies, and talked to

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employees about this program at their staff meetings. Mini-recognition ceremonies at each of our sites during the past three years increased awareness of the program among participants' co-workers.

3. **IEPs**

We stated in our proposal, page 33, that we would develop an IEP for each program participant, and wherever feasible, we did so. Many of our communication skills classes were offered in shorter workshop form to our healthcare participants because of their extremely strict time constraints and work schedules. IEPs were very difficult to develop in these cases. Those who enrolled in short-term, generalized communication skills classes did not have IEPs unless they enrolled in three (3) or more of these workshops or a longer-term basic skill or ESL class. Participants collaboratively developed IEPs with their instructors. Forms included employees' long and short-term work and educational goals; materials/methods to be used to develop competencies; and pre, interim, and post assessment scores. They also included recommendations or plans for other classes, programs, or support services that were needed to help learners achieve their goals.

Approximately 20% (358) of our participants during the grant period have expressed a desire to pursue other types of program classes; another 3% (58) actually have pursued formal career and training tracks outside of grant offerings: 20 in computer technology courses at either Emily Griffith Opportunity School (EGOS) or at one of the area community colleges; 20 in concentrated evening ESL classes as precursors to vocational programs; 6 in nurse aid training; 1 in an accounting program at EGOS; 6 in business education and management programs at EGOS; 4 in business education at one of the 3 colleges on the Auraria Campus near Emily Griffith; 1 in professional cake decorating. She subsequently was hired as a professional cake decorator for the Adams Mark Hotels.

4. **Needs Assessment**

Full scale company-wide needs assessments and job task analyses were done for Imperial Headwear and Dobbs International Services. Course content and outcomes measurements were developed out of these activities. Needs assessment were also done for Housekeeping and Food Service Departments at the Westin Hotel, both Marriott Hotels, Swedish Hospital, Presbyterian/St. Luke's Medical Center, and Aurora Presbyterian Hospital of Columbia HealthONE, and St. Joseph Hospital.

Special surveys and employee interviews focusing on communications issues were conducted prior to the majority of our communications skills classes for all of our partners. In most cases, writing, vocabulary, math and reading skills classes were the result of needs/interests surveys distributed company wide and from requests from specific departments with immediate training needs.

Classes occasionally addressed site-wide needs but most were designed for specific job positions, departmental needs, or critical changes within the business that required a shift of focus on certain skills. Among our partners, these shifts usually

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required increased attention to customers' service, conflict resolution, team-building, and business writing.

5. **Learning Support Workshops**

A great many learners do not actively practice techniques that can help them organize, understand, and remember oral and written information. Adults who have not participated in or have been away from formal learning environments often have particular difficulty absorbing and retaining the information they need to learn. In order to help these individuals get more out of the classes they were taking, we offered "Learn to Learn" workshops to our participants in a variety of settings and contexts. (Page 22 of 1994 Proposal) Prior to the beginning of other scheduled classes at St. Joseph's Hospital, workshops were delivered to 91 employees of Environmental Services, and Food and Nutrition Departments during all three work-shifts. These workshops were also offered at Aurora Presbyterian Hospital, Presbyterian/St. Luke's Medical Center and Swedish Hospital - sites with our Columbia HealthONE partnership. Most of these workshops were integrated with curricula already being taught in ongoing basic skills and ESL classes. Learning support workshops were an intrinsic part of our program and were offered as the need was determined by instructors, employees, and advisory contacts throughout the grant.

6. **Teacher Training and Professional Development**

Peer training has been an integral part of teacher training within the Workplace Education Program since 1994. All 13 of the regular NWLP teaching staff visited each other's classes and periodically tutored in them. Staff worked together in this program for over three years and have developed a variety of teaching approaches, course content and classroom management, and perspectives; consequently, teacher training and professional development has dealt mostly with refining curricula and handling program issues that exist outside the literal classroom.

Curricula were most often developed collaboratively, with teachers who were assigned to different subject areas providing feedback as "outsiders" (especially helpful as we prepared to modify curricula for our partners' potential in-house trainers). Teaching staff met once a month to discuss successes and frustrations with their respective classes: Problems with curricula, multi-skill level classes, "mobile" classrooms and supplemental materials, as well as preparing students for partnership terminations and end-of-grant transitions. Teachers tested new learning activities on each other, shared teaching tips, and brainstormed possible ways to address or cope with problems that arose outside the classroom at the jobsite. This was one of the most positive experiences for staff. It reinforced the respect they already had for each other and promoted a genuine awareness that they were a team. They provided valuable perspective and support to each other throughout this unique teaching experience.

Staff also benefited from skills workshops that were facilitated by outside presenters: "Negotiation Skills - Creating a Win-Win Situation," presented in December 1995 by Mary Gershwin, co-director of the NWLP, CCCOES. Staff has utilized these skills when working with advisory boards. Also, "Levels of Training Evaluation," presented by Jennifer Burkhart. Ms Burkhart was a Workplace Literacy Consultant and trainer for the Colorado Department of Education and later private workplace literacy consultant. In March 1996, Ms. Burkhart provided background and rationale for doing

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return on investment studies, and where and how they could most effectively be used. Though staff was unable to conduct detailed and task-specific studies, we were able to gather some data and projections which proved enlightening to each of the partners who participated (see ROI, Section III).

In 1997, Emily Griffith Opportunity School formed a separate Customized Training Department, and the Workplace Education Program became an arm of that department. Program staff was able to take advantage of the Customized Training Department's membership with the American Society for Training Development (ASTD). Staff received their newsletters, updated training materials, and participated in several of their monthly meetings. Staff had the opportunity to meet trainers from a variety of settings and discuss trends in training needs during that membership.

Also, representatives of the Denver Hispanic, African-American, and Women's Chambers of Commerce sit on education and training advisory boards with Emily Griffith Opportunity School. Their recommendations, concerns, and training development needs reach us through Sharon Robinson, Director of the Customized Training Department. Ms. Robinson and the WEP director, Cynthia Faulkner, sit on The Customized Training Advisory Board for their respective programs. Ms Faulkner has made efforts to build the awareness of Customized Training Advisory Board business representatives by sharing information with them about current and developing workplace literacy partnerships. (This information exchange has resulted in three new workplace, literacy classes or programs. Staff is working the bugs out of these as of this writing. Minutes from Advisory Board meetings were shared with WEP staff.

7. Peer/Tutorial Support

We did not have as much volunteer tutorial help as we would have liked, but since June of 1995, we have had eight regular tutors for ESL, Business Writing, and basic skills classes. All but three tutors were employees with the businesses where they tutored: Presbyterian/St. Luke's Medical Center, Imperial Headwear, Swedish Hospital, Marriott Hotel DTC, and St. Joseph Hospital. Historically, most tutorial support were employees or volunteers in the more general ESL and GED classes which were transferred to a State ABE Grant in the early stages of this grant.

Operational Goals

The next several pages will address Operational Goals I through V of the 1994 proposal. Explanation is provided for any changes or revisions in the plan of operation or for slippage in goals and objectives.

I. Provide adult basic skills instruction for employees of our signed business partners

II. Meet the literacy needs of adults with limited-English proficiency

III. Upgrade the basic skills of adult workers in accordance with the changes in workplace requirements, technology, products, and process

IV. Improve competency of adult workers in speaking, listening, reasoning, and problem solving

V. Disseminate the results of the project

The degree to which we have, or have not met the preceding goals will be described in the following narrative in the order that they appear in the proposal. When reading goals, note that the numbers to be served refer to projections for each year of the three-year grant period. With fewer partners in the third year, projections were dropped by 30% overall (or 420 projected total students, as compared to 700 for years one & two).

I. Provide adult basic skills instruction for employees of our signed business partners. Propose to serve 50 in this grant period; 19 of 50 (36%) will achieve a GED or high school diploma. (Page 28 of the proposal.)

Since NLWP funds were intended more for basic skills development with a workplace emphasis, specific GED study was not as much a focus during this grant as it was in previous years. From June 1995 to February 1998, 477 individuals enrolled in basic skills modules for reading, writing, vocabulary and math. Of these 477+, 58 employees actively requested that instructors help them study for the GED. This does not include those individuals who wished to pursue the GED among our advanced level ESL populations. Prior to funding disbursement in December of 1994, we were advised that we were to refer individuals to other programs or funding sources when they wanted to pursue GED study or who needed basic life skills instruction. In April of 1996, we used Colorado AEA funds from a small grant to begin GED classes at three of our national grant partners' work sites. This seemed to meet the needs of some employees at certain program sites much better: Presbyterian/St. Luke's Medical Center, Swedish Hospital, and St. Joseph Hospital provided classroom space for GED study during the grant period. Two of those are still continuing: Presbyterian/St. Luke's and Swedish Medical Center.
Of the 58 who asked for help with GED instruction, 42 enrolled in classes, and 14 (33%) obtained GED certificates. Twenty (47%) more passed two or more of the five tests that comprise the GED examination.

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II. **Meet the literacy needs of adults with limited-English proficiency. Propose to serve 200 learners; 140 of the 200 will complete identified goals after 100 hours of ESL instruction. (Page 28 of the proposal.)**

We also proposed to increase the percentage of ESL participants served over our previous NWLP grant, and to improve the quality of ESL programming provided (Goal B and Objectives, page 21 of the proposal). We did so. The Workplace Education Program (WEP) enrolled 677 employees in ESL classes since January of 1995. Of the 677 enrollees, 467 (69%) have completed workplace learning competencies for their respective partners. (Refer to Section VI, Part A, Subject Area Competencies Lists.") Through quality supportive partnerships, a primary Program goal was to meet language skills needs of more of Denver Metro's non-native English speaking employees. At the March 1, 1994 submissions of the NWLP proposal, WEP had signed Marriott Hotels/Hospital Cooperative Laundry, Colorado Contract Cut & Sew, and Hilton Hotel. All are small or mid-sized businesses who employ fairly large numbers of ESL speakers relative to their total workforce. After receiving the grant in December of 1994, however, Hilton Hotel went into receivership. And soon after the program began, it became apparent that Colorado Contract Cut & Sew and Hospital Cooperative Laundry would offer no genuine incentives or active support to the partnership. We replaced Colorado Contract Cut & Sew (35 employees) and Hospital Cooperative Laundry (50 employees) with Dobbs International Services (500 employees) in December of 1995. United Airlines contracts with them to prepare meals for all of its flights. We had no choice but to drop the Hilton as a partner, but we replaced them with the Westin Hotel in downtown Denver. Both of these substitutions permitted us to serve the same target populations in virtually the same skill areas. Consequently, instruction objectives and methods required no major change in focus. In addition, workplace ESL instruction at the Marriott Southeast expanded to include employees from the Marriott Denver Tech Center. They shared classroom space with the Marriott Southeast for approximately six months in 1995; in February 1996, the Marriott Tech begin to provide site classroom space and incentives for their own site. By the beginning of 1997, three other Marriott Hotels heard of the success of the ESL Programs at Marriott Southeast and Marriott Technical Center, and wanted to form partnerships. Because of third year budget cuts, we could not add additional partners. But the hotels decided to pay for classes themselves, and Emily Griffith provided on-site workplace ESL starting in early Spring of 1997. The quality of program delivery was the reason the Marriott's cited for forming partnerships with our program. (see Institutionalization, Section II)

In order to improve the quality of ESL programming for participants and their working environments as a whole, the Marriott Hotels institutionalized cultural awareness and sensitivity training for all of their managers and supervisors. Some effort was made to integrate ESL programs with this diversity training. Of course, the consistency and effectiveness of integration varied from site to site and trainer to trainer. To better assist this integration, WEP ESL staff developed an ESL guide (called "Run That By Me Again") to be used in workshops before classes begin and midway through programs. It was designed to help them understand some of

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the literal language related and cultural differences that come in to play when communication barriers develop. These workshops were offered at both Marriott Hotels, the Westin Hotel and Dobbs International. In conjunction with the new ESL Program, Spring 1996, Dobbs conducted a cultural sensitivity campaign at its DIA site. Of the 42 sites that comprise Dobbs across the country, Denver is the only one that employs such a large percentage (almost 500, or 70%) of non-native English speakers. Management hung posters throughout the employee's cafeteria, training rooms, and other public areas celebrating cultural difference. Dobbs also formed an employee advisory council which will include several participants from the ESL program. And supervisors formed an advisory group with the three ESL and basic skills instructors to exchange ideas and feedback on recruitment, marketing, retention changes in course content, and so forth. Supervisors also gave instructors an in-house e-mail address so they could communicate more easily with each other in this very large facility.

Building family support structure was particularly wanted to encourage our ESL participants. (Page 21, Goal B, Objective 2b) Program staff offered open invitations to all participants' family members aged 17 and over to attend classes with them at our work sites. Some family members did attend and became regular class participants. They contributed a very positive energy to our programs. (Dobbs, Imperial Headwear, Marriott Hotels, Swedish Medical Center). Most ESL ESL participants carpool to work and share childcare. Many live so far from their places of employment that remaining for classes after work was not feasible for them. Staff has referred participants wishing to pursue more general basic skills or ESL to instruction, to area churches, or community based organizations with ESL and literacy programs, or to one of the two major family literacy programs in the Denver Metro area.

Overall, ESL programming has been one of the most successful components of this grant. Though not perfect, partnerships with the businesses where our programs were centered on ESL development have been much more collaborative, particularly with Dobbs and the Marriott Hotels. Our partnership with Imperial Headwear was a model Program also, prior to its sale and reorganization in 1996. From 1994-1996, Imperial Headwear contacts felt that WEP classes had made a positive impact. (Refer to " Return on Investment," Section III)

III. Upgrade the basic skills of adult workers in accordance with changes in workplace requirements, technology, products, and processes. Propose to serve 200 learners during this grant period; 140 of 200 will complete identified goals during this grant period. (Page 29 of the proposal.)

Not including those enrolled in the basic skills of interpersonal communication and ESL, 567 individuals participated in workplace reading, writing, math, and vocabulary for healthcare personnel. Of the 567 , 228 participants were enrolled in the workplace writing, spelling, vocabulary, and grammar classes. Completion rates for these classes were generally higher than in some other study areas; 70% - 95% or better, as opposed to the 69% average indicated in the Mathematica data

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For targeted competencies and approximate completion rates, see Subject Area Competencies, Appendix 1. Skills gains were measured by curriculum-linked pre and post tests, supervisor feedback, instructor observation and work samples, and participant self-reporting. TABE and CASAS were used only to place skill levels for employees who wanted to study for the GED. (See "Pre, Interim, Post Skills Assessment Samples," Appendix 7.)

The following is an example of a critical basic skills need that was met through this program but not reflected in Mathematica's Data from year one. Late in 1994 and in 1995, job descriptions and equivalent pay scales were revamped across the UCHSC campus. As a result, 68 clerical support staff were required to upgrade their writing and healthcare vocabulary skills in order to retain job positions without pay decreases or dismissal. They had 6 months to accomplish this. These individuals were offered the opportunity to upgrade writing skills through this program or through another venue. As a result of an ongoing series of writing skills classes offered through this program, 27 employees (40%) of the 68 have secured their job positions or have promoted laterally to other jobs at the same or a better pay scale. Thirty others contiuned to work on writing skills now, most of them through this program. None have been released as of this writing. The other 11 lost their jobs as a result of downsizing or because they chose to seek employment elsewhere.

IV. **Improve competencies of adult workers in speaking, listening, reasoning, and problem solving. Propose to serve 250 learners during this grant period; 88 of the 250 will increase the above skills by 25%. (Page 29 of the proposal.)**

Operational Goal IV relates directly to Goal A of the 1994 Proposal, page 20: The project will improve the general communication skills of workers at all levels at the partner sites.

From every perspective, improvement in listening, reasoning, and problem-solving skills have been seen most clearly in their application to other developing skills: better communication and role determination in self-directed work teams; more effective conflict resolution and increased ability to accept different perspectives in stress filled healthcare environments; greater willingness to help resolve guests' problems among ESL program participants with our hotel partners; more frequent attempts to describe problems to supervisors when they arose and to accept responsibility for solving them more often. The latter has been reported to us by supervisors of ESL and native English speaking program participants alike with our manufacturing and service industry partnerships. Such gains were reflected mostly in teacher evaluations of classroom performance, participant self-evaluation, and supervisors' anecdotal responses to class follow-up surveys and interviews. Four WEP instructors worked on collaborative problem-solving curricula for ESL populations and native English speakers. They were used in three separate working environments.

With almost no exceptions, skills named in Goal IV above are identified desired outcomes for program classes. In fact, participants benefited most from our predominantly interactive classes and workshops by developing and practicing

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speaking, listening, reasoning and problem-solving skills. In most cases, staff encouraged participants to pursue more than one level of a given subject area over time. For example, "Communicating With Confidence," is a first level communication skills class in which employees from 4 of our biggest partners participated. As participants' awareness increased, they realized the need for classes in conflict resolution, team-building, customer service and telephone communication for high-stress departments. Participants themselves requested workshops in handling stress and managing the daily changes of their workplaces. Employees' awareness of the need for more effective coping skills was in itself an indicator of problem-solving and critical thinking.

WEP staff and our advisory contacts probably would agree that these skills increased 25% and much more in many cases. Our ability to determine an accurate percentage level increase for either individuals or groups would require a very extensive and involved evaluation with a very stable workforce. We discussed methods and schedules for conducting return on investment studies that would identify very specific behaviors for specific departments, and based on measures utilized prior to and after instruction was completed. Most of our partners were not willing or able to make that kind of commitment. But we conducted a general study with Dobbs International Services, Imperial Headwear, and the Westin Hotel. (See section II, Return on Investment.)

As previously stated, speaking, listening, reasoning, and problem-solving skills outside of ESL classes were often seen most readily in communication skills classes, so this critical component of program instruction will be addressed in this section.

During the first half of the 3-year grant, 468 employees participated in communication skills classes and workshops. During that time, communication skills instructors conducted sixteen workshop series. Needs assessment and ongoing internal changes determined course content, skill level, pace of workshops, length of workshops, and the times they could be offered. Most workshops were inter and intra departmental. Content ranged from basic, good communication practices to negotiation skills and conflict resolution to "identifying the customer" and good customer service practices. These workshops were conducted for all business and industry areas in which we partnered - manufacturers, production, healthcare, and hospitality. With few exceptions, workshop content and role-plays were collaboratively developed by instructors, employees from targeted departments, and business contacts who requested assistance with specific communication skills training. (See "Subject Area Competencies," Appendix 1; "Needs Assessment Samples," Appendix 6.)

With varying degrees of consistency, supervisors and managers assisted in the development and distribution of communication skills needs assessments surveys *(sites listed below in order from greatest to least, by extent of active support of communication skills). But Program impact surveys completed by supervisors reflected diverse views of outcomes and skills application among participants. Program staff conducted a range of communication skills classes and workshops

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from January 1995 - June 1996 for almost 500 healthcare employees from more than a dozen different departments. But the ongoing mergers and subsequent restructuring and downsizing eventually prevented the Communication Skills component of our program from continuing in the component capacity with our healthcare partners.

*Imperial Headwear - Customer Service Department: Dec '94 - May '96.
Provenant Health Partners - St. Anthony Central, Bacti Lab: Dec '94 - Dec '95
Swedish Hospital - Child Development Lab, Operating Room (OR),
Orthopoedic Surgery, Swedish Ambulatory Surgery Center: Dec '94 - May '96
Westin Hotel - Rooms Director: Fall '96-March '97.
Presbyterian/St. Luke's Medical Center - Wound Care Unit: Spring 1996.
Aurora/Presbyterian Hospital - OR: Spring - Fall 1996.

Communication "reunions" were scheduled in late 1996 and 1997. But most of these reunions fell through. Continual down-sizing, job reassignments, dissolution or blending of departments, and the move from "not-for-profit" to "for profit" with the second merger in 1996 of our biggest partner, Columbia HealthONE, resulted in a seemingly endless series of shocks and after shocks in our partnership. Participants with Columbia and with our other healthcare partners hoped eventually to thrive, but for the latter part of this grant they aimed mostly to survive. Several of our business contacts reported that communication skills classes did help many employees toward "surviving" their job changes. But the numbers of employees we were able to serve through communication skills classes diminished significantly in the last year of the program. The return for the time staff invested to address needs and schedule classes for our healthcare partners resulted in very disjointed program. Ultimately staff determined that, given the time constraints of the grant, we could better invest time and dollars in other components of the program.

V. **Disseminate the results of the project (Pages 30, 43-45 of the proposal)**
In January of 1996, the WEP Director sent a first year summary report to advisory contacts with each program partner (Dec. 1, 1994 - Dec. 1, 1995.) These reports were distributed to advisory board contacts also and made available to other appropriate business contacts upon request. Since then, reports on attendance, outcomes and specific work-site concerns are shared with contacts every 10 weeks (the length of many of our modules) or more often, depending on site requirements and the type of instruction.

Staff has shared the successes, challenges, and concerns of workplace education partnerships with a variety of audiences. These have included local and regional adult educators, other workplace literacy providers, area business representatives, and community leaders. See the listing that follows:

1) Colorado Department of Education, Standards Committee for Adult Education Programs in Colorado - (January 1995 - November 1995)

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2) Governor's Workforce Training Council - Standards Focus Groups. (May 7 - 29, 1996)

3) Colorado Broadcasters Association - Awareness of Workplace Education Issues in Our Community (Scheduled for September 29, 1996)

4) Emily Griffith Opportunity School - 80th Birthday Celebration. Workplace Education Program presented and shared information with guests from area business, community organizations, and local politicians. (Sept. 17 - 19, 1996)

5) Customized Training Advisory Board - Program updates and feedback from business representatives from different industries in the Metro area - monthly meetings February 1997 to the present)

6) COTESOL October 1997 - " Establishing Workplace ESL Programs"

7) **Region 15** collaboration - a collective of Denver Metro ABE providers who have formed to develop a strategic plan for better delivery of basic skills, workplace readiness and ESL programs - (Summer 1997 to present)

8) Program wide final recognition ceremony for instructors, volunteers, business contacts, outstanding students, and their families (March 6, 1998)

9) Created and distributed a Program newsletter and distributed to 200 different businesses and organizations. " The Working Times" describes program activities and lists curricula for order. (Curricula and Program Products, Section IV)

Business partners have also been given copies of curricula developed through the Program to share with in-house trainers and volunteer tutors (Volunteers work mostly with employees interested in GED and ESL). WEP curricula is listed with the ERIC Clearinghouse and "Hands-On English," a regional ESL publication developed by and for teachers, has also listed WEP ESL curricula. Thirty organizations requested copies of WEP curricula as of October 1997, and we have also exchanged several curricula with CCCOES, a " sister" workplace literacy grant recipient in Colorado and contributed curricula as a supplement to two programs at Emily Griffith Opportunity School: Basic Skills Support for vocational students, and **Workplace** Readiness for ESL students.

Program Evaluation (p. 35 of proposal)

Cathy VerStraeten has been the External Evaluator for our program since December '94. Copies of both her interim and final report have been made available to all of our business partners as well. (See External Evaluation Report, Section V)

Partner Feedback

Questionnaire & Outcomes

Name: _____

Type of Program _____

Program Evaluation

Interview Questions

1. A. **What do you consider the greatest successes of the program?**

UCHSC--Attendance and completion rates.

Marriott (SE)--Increased sense of personal value; feel more comfortable dealing with guests; feel like part of the organization.

Marriott (CC)--Show more confidence; more willing to take risks; more comfortable with guests; smiles on employees' faces; pride of learning.

Marriott (DTC)--Breaking through the language barrier; greater self-confidence for associates; less time translating.

Westin--Increased retention; increased productivity; increased guest satisfaction; increased associate satisfaction; grown more confident and comfortable in speaking English; day to day things are easier (less time repeating instructions).

Columbia--Improved teamwork, communication skills, and problem solving; ESL, GED, and medical terminology most successful courses. People developing confidence in themselves and their jobs; helped some employees earn their GED.

Dobbs--Helped turnover rate; participants pursuing other goals e.g. citizenship; more positive attitudes; enthusiasm; flexibility.

B. **Can you provide specific examples of these successes?**

UCHSC--Supervisors' comments, e.g., "I'm glad that my employee took the class." curriculum responds to a wide range of needs.

Marriott (SE)--Housekeeper promoted to QC position; two housekeepers participated in certified training program; station attendant given addition responsibilities in the cafeteria; fuller participation in diversity training; contributing factor in low turnover.

Marriott (CC)--One housekeeper has become more vocal and outgoing; students thank management for the class; good attendance rates.

Marriott (DTC)--Housekeepers can now understand specific requests from guests; associates can also understand their managers and co-workers.

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Westin--Fewer guest complaints about lack of communication with associates; students feel more confident; room attendant promoted to lobby attendant; helped comfort level of Cuban refugee.

Columbia--Food service and housekeeping employees gained more confidence and are more willing to consider higher goals (ESL,GED) and positions. One food service worker completed the GED coarse and is now applying for a supervisory position. (Swedish provided names of employee successes--Lorraine Ocana, Delia Saurez, and Francisca Terrazas).

Dobbs--ESL newsletter; fewer interpreters needed; instructions take less time.

C. **Did you measure these successes informally or formally?**

UCHSC--Attrition rates (sustained enrollment and completion data); anecdotal comments.

Marriott (SE)--Informally--contributing factor in overall low turnover at the hotel; formally--job promotions; responses in associate opinion surveys

Marriott (CC)--Informally; high percentage of attendance and participation; number of classes to respond to demand.

Marriott (DTC)--Informally

Westin--Turnover decreased approximately 50% in housekeeping; less time spent in communication process while giving instructions.

Columbia--Informally (anecdotal); comments of food services and environmental services supervisors.

Dobbs--Informally

D. **What were the contributing factors in each of these successes?**

UCHSC--Class met employees' needs; word of mouth advertising; quality instruction; having needs met.

Marriott (SE)--

Marriott (CC)--Classes; support of corporation and managers.

Marriott (DTC)--One housekeeper mentioned that she can now understand her children when they speak English.

Westin--Instructor customized curriculum to their workplace; providing it and making it accessible; employees were very comfortable with instructor.

Columbia--Support from supervisors; very good instructors; on-site free instruction.

Dobbs--Employee participation; teachers; Dobbs' enthusiasm

2. A. **What barriers did you encounter in fulfilling your role as a partner?**

UCHSC--N/A

Marriott (SE)--Fluctuating schedules due to business demands; supervisor involvement minimal due to full loads.

Marriott (CC)--N/A

Marriott (DTC)--Communicating to associates with little or no English the incentives and benefits of going to classes and how much the company supports them.

Westin--N/A

Columbia--Program has direct involvement with individual departments rather than coordinated through HR; wanted information about instructors too instead of narrative about learning and overall impressions of the class; suggest more streamlined evaluation forms and returned to HR on a regular basis; merger doubled workloads and decentralized training.

Dobbs--N/A

B. **What barriers did employees encounter as participants?**

UCHSC--Parking, shift work, obtaining supervisor's permission.

Marriott (SE)--Pressure from themselves to attend classes and complete their work; transportation issues.

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Marriott (CC)--Employees very enthusiastic and dedicated (came in on their days off); lack of training facilities; scheduling problems.

Marriott (DTC)--Low self esteem and intimidation because they didn't or couldn't learn English as fast as others.

Westin--Scheduling; making sure the numbers supported the class.

Columbia--Time off to attend class (especially difficult since merger and an increased emphasis on productivity and budgets). Conflicts with schedules and classes; employees wore out after working all day.

Dobbs--Scheduling issues; transportation

3. **A. What format (short modules, workshops, long modules) worked best to meet your needs?**

UCHSC--We have experimented with various formats and have found the appropriate format that best meets the needs of the students and the objectives of the class; longer formats perhaps presented motivational issues.

Marriott (SE)--Two hours x two times a week works fine; early a.m. works best.

Marriott (CC)--Morning classes are best due to childcare factors in the afternoon.

Marriott (DTC)--Depends on participants' needs and classroom space.

Westin--Have stayed with a format that meets the needs of the business and participants.

Columbia--Shorter modules during lunch periods and after work; depends on topic and needs of a particular location.

Dobbs--Short modules worked best.

B. What alternative formats would you suggest to better meet your training needs?

N/A (all sites)

Dobbs--Utilizing peers as tutors.

4. **Have your training needs changed since the Workplace Education Program began?**

Westin and **Columbia** both expressed the need and value of ESL instruction. **Dobbs** expressed their need for more GED. **Marriott (DTC)** expressed an interest and need for beginning and intermediate classes and decreasing turnover rate.

5. **What information would you need to continue the program?**

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All sites stated COST as the most critical information; **Columbia** also stated that **feedback** from the class would also be an important factor and when **programs** will be offered. **Dobbs** commented that additional grants would be **great.**

6. **If you had the option, would you continue the program?**

All sites would continue the program; **Columbia** would like a more focused program and measurable assessments used, and more feedback from senior management.

7. A. **How does the Workplace Education Program compare with other vendors?**

UCHSC--Only "competitor" is the Colorado Department of Personnel/General Support Services training programs, which are offered off-site.

Marriott (CC)--Compare the same.

Westin-- Very customized and flexible.

Columbia--WEP needs to define niche.

Dobbs--On-site instruction makes a difference

B. **All things being equal, what factor(s) would most influence your choice between vendors?**

UCHSC--Instructor; experience and reputation of the program.

Marriott (SE)--Flexibility; willingness to adapt curriculum; cost; ease of communication.

Marriott (CC)--Reputation; availability of the instructor; cost; flexibility.

Westin--The rapport the teacher has with the students and how easy the instructor is to work with.

Columbia--Familiarity with the product; prior associations and relationships; compare feedback forms; objectively evaluate them on a number of critical points and factor in previous relationship; caring staff.

Dobbs--Teacher involvement and interest in company's needs; experience, creativity, and enthusiasm.

8. **How much of your training is driven by compliance issues?**

Marriott (CC)--Corporate goal for best trained associates.

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Columbia--Minimal regulatory issues (JACHO and OSHA).

9. **Is your training influenced by union/non-union issues?**

N/A all sites

10. A. **Do you anticipate that corporate changes will direct training trends for your organization in the future?**

UCHSC--The move to Fitzsimmons will impact the logistics of the schedules. Changes will be necessary to reduce traveling time and accommodate other transportation issues (shuttles).

Marriott (CC)--Yes

Marriott (DTC)--Possibly

Westin--Yes

Columbia--Yes

B. **If possible, please describe these trends.**

Head Start--More stringent qualifications, higher expectations of the staff.

Marriott (CC)--Wordless training (icons), videos, C-D ROM training.

Marriott (DTC)--If certain corporate changes take place with diversity issue (which grow everyday), a task force could be put into place.

Westin--Customer service training across the board.

Columbia--Changes issues; employee opinion surveys will determine training directions; high impact training with an emphasis on productivity.

Name:_____

Type of **Program**_____

Program Evaluation Addendum

1. **What types of needs assessments have you used?**

   Marriott SE--HR intake interviews

   Dobbs--Have not done one formally in-house

2. **What kind of performance evaluations have you used?**

   Dobbs-Do only on management--don't do on hourly group but Scott thinks it's a good idea if employees ask for a written assessment of their performance.

ESL	Basic Skills— Writing and Communication
1A. Program successes included increased personal value, breaking the language barrier, more risk taking, increased productivity, increased retention and productivity, and less time spent repeating instructions.	1A. Program successes included improved teamwork, communication, and problem solving skills, excellent attendance and completion rates, motivation to continue education, and improved self confidence.
1B. Examples of successes included employees promoted and/or participated in certification programs, fewer guest complaints about lack of communication with associates, fewer interpreters needed, instructions take less time, and ESL newsletter generated by students.	1B. Examples of successes included positive feedback from supervisors and employees more willing to consider higher goals and positions.
1C. All ESL partners used informal methods to measure successes; one ESL partner cited a decrease of approximately 50 in housekeeping; another cite attributed the ESL classes as a contributory factor in decreasing turnover rates.	1C. All partners used informal methods and attrition rates to measure the program's success.
1D. Partners listed customized curriculum at the worksite, support from supervisors, and good instructors as contributing success factors.	1D. Partners cited quality instructors, meeting employees' needs, and support from supervisors as contributing success factors.
2A. None of the partners could identify any barriers at the management level. One stated that due to business demands, supervisors' involvement was minimal.	2A. One site requested a more centralized approach to coordinate the program rather than instructors dealing with individual departments.
2B. All sites reported scheduling problems, release time, transportation, and childcare issues as barriers for employees.	2B Partners cited shift work, parking, and employee fatigue as barriers for employees in the program.
3A. All sites reported short modules worked best.	3A. All sites reported short modules worked best.
3B. Only one site offered an alternative format of using peer tutors.	3B. No responses
4. ESL partners expressed the continuing need and value of ESL instruction.	4. No responses
5. All sites stated COST as the most critical information.	5. All sites stated COST as the most critical information.
6. All sites enthusiastically remarked that they would like to continue the program.	6. All sites would definitely like to continue the program; one site would like the program to focus in one particular area.

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7A. For most sites, WEP was the only vendor used for ESL needs.	7A. N/A - If sites needed other classes, they used in-house programs.
7B. Sites stated reputation, availability of the instructor, cost, rapport teacher had with employees, willingness to adapt curriculum, creativity, and enthusiasm.	7B. Sites stated familiarity with product; prior associations, caliber of individual instructor.
8. Sites stated that training was driven by corporate goals rather than outside regulatory agencies.	8. One site stated minimal regulatory issues.
9. No union issues.	9. No union issues.
10A. Most sites anticipated changes in training needs.	10A. Most sites anticipated changes in training needs.
10B. In terms of future training needs, some sites mentioned more diversity training, use of wordless training, continued customer service initiatives, and meeting basic literacy criteria.	10B. In terms of future training needs, one site mentioned training dealing with change issues and high impact training; another site mentioned more stringent staff qualifications in the future.

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II. Institutionalization

In order to plan for future workplace education activity and as part of an internal program evaluation, staff conducted interviews with business partners to determine what would be the deciding factors in choosing to institutionalize training. That questionnaire and the responses follow this section.

Though this program has seen some obvious and severe ups and downs, and not every partner has institutionalized this program in ideal ways, it can honestly be said that there has been real and positive impact from Program activities. The manner in which processes and instruction continue outside the grant is as varied as this project has been. Following is a description of some varied "extension" of activities.

Institutionalization

- Dobbs is paying for an additional full year of ESL instruction, as well as for a "Basic Skills for Business" class. This constitutes 15 hours of on-site instruction per week. Supervisors and managers continue to provide feedback and needs assessment to instructors, and to review program impact on the company. The program will be reviewed again at the end of 1998 to determine if employee participation and progress continues to justify budget outlay for instruction in its current format.

- The Westin Hotel included ESL classes in their training budget in February of '98, and will be continuing classes as of April '98, on a year round basis.

- The Denver Marriott Hotels Technical Center matched funds for continuation of ESL for Hospitality classes during the grant extension period (December 1, 1997 -March 6, 1998). They are now reviewing their budget in anticipation of continuing classes through the year.
  - Personnel frequently move from hotel to hotel in this system. One positive outcome of ESL programs provided for Marriott Southeast and Marriott Technical Center is that their human resource personnel shared program successes at regional meetings. These discussions resulted in two additional Marriott Hotel ESL programs. The Hotels are funding these classes themselves and are using WEP instructors and Program format.

- UCHSC told us they did not have the budget to pay for the writing skills instructor for their site for what this school would have been required to charge outside the grant. They were very impressed with the instructor and her skill in integrating individual and company needs as well as class content. They asked permission to contract with her directly so that the program on campus would not suffer serious interruption. The instructor took another job and was unable to accept their offer. After looking into some alternative writing classes with other organizations off-site, trainers at UCHSC decided that they should simply continue the program on their own. Our personnel and training contact at UCHSC, an ex-Language Arts instructor, decided to start teaching classes herself, using the curricula and presentation format developed over the course of our partnership with them.

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Our "New Hires Support" Pilot. (See pilot overview, following) developed during the last six months of the grant, has resulted in a renewed relationship with St. Anthony Central Hospital. They were part of a partnership we had terminated with Provenant Healthcare System when they merged with Centura in 1996. They are currently paying Emily Griffith Opportunity School for on-site ESL instruction for healthcare support personnel, and planning to incorporate the "New Hires Support" classes in summer or fall of '98. Though many employers are very interested in this curriculum, most currently feel they cannot allow employees even minimal release time to participate in classes at work. St. Anthony Central, however, is looking for means to allow employees to attend during work schedules, and to track impact on turnover and job performance among participants.

"New Hires Support" Program

In the spring of 1996 the Workplace Education Program manager and the chairman of the Health Occupations Department at Emily Griffith Opportunity School began discussions about a joint venture to help improve the interpersonal communication skills of the Certified Nursing Assistant [CNA] candidates. Since these nursing assistants care for people in their homes, they must have the skills to make their patients feel comfortable not only by their nursing techniques, but also by their manner and the way they communicate with patients.

The program began in the fall of 1996, but the cooperative venture only lasted a few weeks. The CNA teacher realized that with the number of hours of direct instruction that her students needed for certification there was no classroom time left for additional employment readiness instruction.

Though this cooperative venture was unsuccessful, the idea for developing an Employment Readiness Curriculum was not dropped. In the spring and fall of 1997, Sue Wilson, a former director of housekeeping at Columbia Presbyterian/St. Luke's Medical Center served as a consultant for developing new-hires support for those people moving from welfare to the work force. Over a five month period Ms. Wilson worked with the instructors who were designing the program.

In the fall of 1997 Rosanne Martillaro, the director of Louise's Workshop, contacted the Workplace Education Program about teaching an English as a Second Language [ESL] class for four of her employees. When she discovered that the Workplace Education Program had designed an Employment Readiness Curriculum, she contracted with them to pilot the curriculum at the workshop. She agreed to let her employees have 40 hours of instruction, 2 hours two times a week for ten weeks.

The pilot project began with the in-take process the first week of December, 1997, and ended the second week in March, 1998.

1. The pilot curriculum focused on skills needed to become good employees and to become good communicators. The English as a Second Language [ESL] classes were an integral part of the program. These classes reinforced the vocabulary and information covered in the Employment Readiness Class. This course covered materials and techniques to help the participants get to know themselves better and to

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help them deal effectively with other people, both those who are easy to work with and those who cause difficulties. Using work or family-related scenarios contributed by participants, employers, or instructors, the participants practiced

- active listening and paraphrasing
- confirming information and clarifying instructions/procedures
- identifying problems and determining possible solutions
- handling criticism
- demonstrating effective customer service.

The course included thirty (30) hours of instruction, rather than the forty (40) hours we had agreed upon, due to time constraints. In addition to the thirty hours, the English class met for an hour and a half two times a week.

Louise's Workshop is a small assembly workshop temporarily housed under the auspices of St. Joseph's Hospital and Denver's Neighborhood Partners. All but three of the women who work there have been welfare recipients and are new to the workforce. Because the philosophy of this workshop is to address as many of the predictable barriers to successful employment as possible, volunteers from several different agencies are providing on-site classes for workshops in different areas: conflict resolution within family and community, GED study, self-esteem and goal-setting. We are providing ESL instruction under a different basic skills grant and piloting the "New Hires Support" curriculum.

2. The following identify the goals, objectives and class session titles for the Employment Readiness Curriculum.

   In early December, the instructors held one-on-one intake and interview meetings with the participants at Louise's Workshop. This process allowed for initial clarification of the program and participation goals; opportunity for reflection of perceived skills and barriers to work success; and the first step in identification and development of a support system, so critical to success among many new hires.

   Goals:

   1. To help students become aware of their particular talents which can transfer from "life" to the job.
   2. To help students have increased confidence in themselves, their skills and abilities, and their decision-making powers.
   3. To help students discover the qualities and skills they must have to get and keep a job.

New Hires Support Curriculum - 40 Hour Module (Four hrs weekly x 10 wks

Class Titles and Objectives:

I. Becoming a Team Player
   Objective: The student will demonstrate an understanding of how to be a team player.

II. Being an Active Listener
   Objective: The student will demonstrate the importance of active listening.

III. Communication Styles, Perception, and the Way you Look
   Objective: The student will
   - identify the different communication styles in the team.
   - examine the role perception plays in communication.
   - identify appropriate dress for the workplace.

IV. Practicing Strategies for Effective Listening -- Empathizing, Paraphrasing, Clarifying, Positive Body Language, and Feedback
   Objective: The student will demonstrate the strategies for effective listening.

V. Understanding the Behavior Continuum and Learning How to Use "I" Language
   Objective: The student will
   - demonstrate the ability to use assertive language.
   - demonstrate the ability to change "you" language to "I" language.

VI. Learning to use the Assertion Message and Where Assumptions Can Lead Us
   Objective: The student will
   - demonstrate the ability to use the assertion message to confront someone.
   - demonstrate an awareness of how perception can cause misunderstanding.
   - demonstrate an awareness of how assumptions can cause misunderstandings.

VII. The Abstraction Ladder and How it Relates to Misunderstandings
   Objective: The student will demonstrate an awareness of how abstractions can lead to misunderstandings.

VIII. How to Ask Appropriate Questions and When to Ask Them
   Objective: The student will demonstrate an appropriate way to discover information from supervisors and fellow workers.

IX. Giving Good Customer Service
   Objective: The student will
   - identify both internal and external customers.
   - identify at least two characteristics of exceptional customer service.

X. Practicing the Techniques of Good Customer Service
   Objective: The student will be able to demonstrate through role playing some of the characteristics of exceptional customer service.

3 Population Served: This pilot curriculum served nine (9) women who are participating in the transitional job program. Three (3) of the women are African-American and six (6) are Hispanic. Four (4) of the Hispanic women are non-native speakers and were enrolled in the English classes taught in conjunction with the pilot.

4 Skill Levels: None of the women in the pilot program has her high school diploma. Two only have a sixth grade formal education. Their reading levels vary from very basic -- due to the language issue-- to a high school reading level. Their writing abilities vary from non-writer -- one of the non-native speakers -- to individuals who can express themselves clearly. All of the women have grammatical and mechanical errors in their writing. The writing samples also indicate that several of these individuals may have learning disabilities. Except for one of the women who seems shy, all of the individuals are very verbal. Their medium for expressing themselves is through the spoken language.

5. Strengths of the Pilot Curriculum:
The two major strengths of this pilot were: (a) the environment of support and ample time to cover material, provided by the business partner (Louise's Workshop), and (b) the variety of approaches and materials we used to present and expand the subject matter.

Because the staffs of Louise's Workshop and the Workplace Education Program shared a common philosophy and goals, we allotted 60-90 minutes per student for an initial, individualized Intake Process. This allowed student and teacher to begin to get to know each other, and ask personal questions in a confidential, non-threatening setting. Additional training and education, as well as the attitudes nurtured by Louise'e Workshop, enhanced and strengthened all that we did.

The instructors used an engaging, interactive approach which included many personal stories and examples, for illustrating concepts. Lots of discussion and role-play (modeled by the instructors) allowed the women to laugh and make mistakes in the comfort of their family group, which they named the "Rollin' Ladies." The students particularly enjoyed several exercises, including: making a Family Quilt, Arranging the Dominoes (problem-solving using brainstorming), Communication Styles Inventory, "The Beans," perception exercise, a surprise visit by a stranger (fellow instructor), and "Exceptional Customer Service" video clips.

6. Problems Addressed in a Mixed-Level Class: Much of what instructors and participants did in class was verbal. The non-native speakers stretched themselves and with the help of a translator understood basic concepts. Some things, such as vocabulary, were difficult, but instructors tried to work with these difficult areas in the ESL class. When handouts were written at a level too high for some of the readers, the instructors rewrote them. This helped the ESL students and the more basic readers. Time was also spent defining difficult words. When participants received handouts in class, the instructors read them orally and explained the more difficult words.

7. Revisions to Pilot Curriculum: When the course first began, the content was in place, but as the course evolved adjustments were made in the original course outline. The goal setting part of the curriculum was briefly mentioned because goal setting will be

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fully addressed in another course. Also appearance, attendance and promptness were addressed on a regular basis by the program director; therefore, these things were only briefly mentioned in the pilot. As we taught the lessons, we discovered that we needed to rewrite some of the handouts using more basic vocabulary to promote better understanding especially for the non-native speakers. We also need to integrate more material on asking effective questions to supervisors and to fellow workers to get more and better information. The last section on effective customer service could be expanded when more hours are allotted for the course and some of the scenarios need to be rewritten.

8. Responses to the Class:

The students identified those things they had learned. (This list is taken from the things they wrote in their final assessment.)

- how to listen better, paraphrase, clarify and empathize
- the part perception plays in communication
- the importance of "I" language and body language
- how to use the assertion message
- to be more understanding of others
- a newer way to think
- new ways to deal with problems
- determination and patience
- the need for a sense of humor
- to have more communication with my children and with people at work

The students talked of "changing inside," of trying to use the techniques with their children and their friends. One person said that she had not felt comfortable in a class until she took this one. Another person said she was learning to understand people better and that she was learning to look at things in a different way. She also was thinking more about the words she uses, and she said she views people for who they are, not what she wants them to be.

The program director indicated that the objectives covered in the course were on target for people moving into the job market. She and the other members of her staff observed very positive impact of the pilot. "The increase in confidence and transference of new skills is palpable," according to the director.

The instructors observed a bond developing between the individuals. The group was becoming in many ways like family. They also observed individuals gaining more self confidence, being willing to discuss in class, and being willing to participate in role-play situations.

9. Future Plans: Louise's Workshop's program director is always looking for new ways to help her nine employees move from jobs at Louise's to careers with other businesses - - Louise's ultimate goal. On a shoestring budget, this director is currently looking for other funding opportunities in order to continue this pilot and the ESL, Basic Skills and GED classes. This group has recently moved to a building in one of Denver's Enterprise zones. The Workplace Education Program and Louise's Workshop are initiating discussions with some small businesses in the area

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to see if they could collaboratively fund classes like the one provided at Louise's. These businesses have expressed a common need for Employment Readiness types of training.

Sue Wilson, who served as a consultant for the pilot, is in process of applying for management or supervisory positions with housekeeping departments in several health care agencies and wants to incorporate the pilot in training she will be doing for those organizations.

EGOS is also examining integrating this curriculum, in whole or in part, in their expanding Basic Skills Support Program - created to help more students successfully complete the vocational skills programs in which they are enrolled.

This curriculum was tested at Louise's Workshop, a small assembly workshop temporarily housed under the auspices of St. Joseph's Hospital and Denver's Neighborhood Partners. All but three of the women who work there have been welfare recipients and are new to the workforce. Because the philosophy of this workshop is to address as many of the predictable barriers to successful employment as possible, volunteers from several different agencies are providing on-site classes for workshops in different areas: conflict resolution within family and community; GED study; self-esteem and goal-setting. We are providing ESL instruction under a different basic skills grant, and piloting the "New Hires Support" curriculum. Staff at Louise's have observed very positive impact of the pilot. "The increase in confidence and transference of new skills is palpable," according to the Program Director at Louise's. She works with all employees daily and is always looking for new ways to help her nine employees move from jobs at Louise's to careers with other businesses - Louise's ultimate goal. On a shoestring budget this director is currently looking for other funding in order to continue this pilot, as well as the ESL, Basic Skills and GED classes. This group has recently moved to a building in one of Denver's Enterprise zones. We are initiating discussions with some small businesses in the area to see if they could collaboratively fund the classes we have provided at Louise's and for which they have expressed a common need.

- EGOS is also examining integrating this curriculum in whole or in part, in their expanding Basic Skills Support Program, created to help more students successfully complete the vocational skills program in which they are enrolled.

Other Institutionalization examples

- All of WEP's ESL curricula developed through the NWLP has been integrated into EGOS ESL Department.; Three instructors are focusing more heavily on industry specific vocabulary and safety issues, and are utilizing this curriculum in lesson planning.

- Sets of WEP's NWLP curricula have been distributed to our grant partners for use in a variety of ways:
  - One of our hotel partners who has not currently "re-upped" with EGOS to continue instruction, will be utilizing WEP's NWLP curricula with

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instructors they have contracted with privately to provide on-site ESL instruction. (Reconfiguration of instructors' schedules after the grant ended has prevented some of them from accepting direct teaching offers from the businesses where they have provided instruction under the grant.)

- Columbia Healthcare partners will be using some of the curriculum with small tutorial groups in ESL, graph reading and other reading skills, writing and math. The curricula was filed in Swedish and Presbyterian/St. Luke's Hospital libraries. Mock-ups were made and Departmental Directors throughout the system were e-mailed with a curriculum list, targeted audiences, etc. Instructors who will be remaining on site with the state grant GED classes, will be available to provide inservices in effective use of curricula.

- The experience that staff has gained over the last three years with our varied partnerships and so many on-going organizational changes, has resulted in a savvy group of advisors to the business community, as well as to other adult education providers. State grant ABE and ESL classes have taken on more of the components of business/education partnerships, rather than ABE/ESL classes that happen to be located at the work site. And based on this increased experience, staff have acted as consultants with seven major area businesses who want to set up or revise their own workplace literacy and communication skills programs. Four of these have contracted with Emily Griffith Opportunity School for all or part of the instruction and program development. These are Lockheed Martin, Robinson Mechanical, Owens-Corning and Denver International Airport.

- Community based organizations that have begun to add job-training components to their programs have also consulted with WEP for advice in developing stronger links with the businesses to whom they plan to refer their clients. Among these are Curtis Park Community Center, the Gathering Place, Mi Casa and Spring International Institute.

- Original American Scone is one of the businesses that collaborates under our state grant with Louise's Workshop for ESL classes. A review of our cooperative agreement led to a discussion of the possible formats and benefits of providing a more work-site specific program for his employees. This led the owner to contact the parent organization in Chicago about starting work-site classes there as well as expanding the scope of the program in Denver. For him, this program has been a "happy surprise" - a comment we have heard many times in the last three years.

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III. Return on Investment

The Workplace Education Program was able to complete Return on Investment studies with three of our partners:

Dobbs International Services, The Marriott Hotel Denver Technical Center, and The Westin Hotel. Two other partners provided partial feedback: Imperial Headwear and The Marriott Southeast. All of our partners chose to focus on the impact of the workplace literacy program on employee retention. This was of particular interest to businesses who hire large numbers of entry-level workers and/or those who do not speak English as a first language.

The partners who provided information for these ROI were pleased and surprised to discover substantial savings over the cost of on-site instruction, were they to incorporate the expense of a similar program in their operating budgets independent of grant support. We were considering variables other than program participation when looking at return of investment: The general climate of the workplace; the higher level of commitment to learning in general among many non-native English speakers; opportunities for movement in the company, or other incentives. Also, these studies covered a period of a year. ROI information gathered from partners over a longer period of time would provide a more thorough projector of actual return on investment. Consequently, and to allow for these variables, we reduced the estimated ROI by 30%. Nonetheless, the partners who participated in the study were impressed enough with the returns they observed (intangible as well as tangible) that three of the five did in fact add funds in 1998 to their training budgets for workplace literacy and English as a Second Language Programs.

Return on Investment

BENEFITTING FROM *RETURN ON INVESTMENT* RESULTS

Emily Griffith Opportunity School
in partnership with
Dobbs International Services

Mary Snapp, Instructor

Benefitting From Return on Investment Results

Our Workplace Education Program at Emily Griffith Opportunity School in Denver had enjoyed a year's positive and successful partnership with a major food service company that catered to airline passengers. From the beginning of providing English as a Second Language (ESL) classes in December 1995 under the National Literacy Grant, we worked together to provide work site and job specific information for our employees/students. We began with tours of the facility and interviews with management and employees to analyze how basic skills were used in the workplace. We developed customized placement tests, pre-tests and post-tests, needs assessments, interim tests to show students' progress, and class evaluations. We measured participants' reaction, improvement in knowledge and skills, and application of learning, the three levels of evaluation excerpted from *Evaluating Training Programs: The Four Levels* by Dr. Donald L. Kirkpatrick, as well as by other authorities on the subject. Then, the fourth level of evaluation: the results. This was to tell us how well we had done, to what extent learning had taken place, what impact the program had on the company; the statistics and data to support continuing the program, perhaps past the end of the grant.

The report includes background information about the ESL program and, in particular, highlighting the support of the program by the Company; tracking and evaluating the results, how we began the process, and sample formats; and the feedback shared by students, company, and instructors.

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Background: The results we are reporting are from our first year of ESL classes at the food service company, from January 1996 when classes began to early December 1996. During this time, we offered four multi-level classes, each class meeting twice a week for one and a half hours. Length of class sessions was ten weeks, breaks totaled about five weeks during the eleven months. Students could attend as many as four classes per week, as few as one, or study at home with materials provided by the three instructors. Classes were offered at different times during the week to enable students to attend class before or after their work shift on their own time. One of the departments allowed students to begin and end work a half hour early in order to accommodate their class schedule. Most students worked in four departments in the company, and on two of the three shifts. The company operates seven days a week, twenty-four hours a day so employees' days off may be class days. The company deals with transportation and location issues.

The instructors are able to have a lot of contact with supervisors, managers and the trainer. We are invited and encouraged to go in the production and operations areas to observe and ask questions. Management employees are welcome and do come in the classroom to greet students and to explain information. Company policies and materials are given to instructors to inform students and to be used as a tool to practice English. The company copies and distributes a newsletter written and printed by the ESL students to local company employees. The company's national publication has written an article about two of the students becoming U.S. citizens. The article quoted the students and was accompanied by photos. At the end of the first year of classes, a graduation ceremony took place for all ESL students, complete with caps and gowns for students who had attended for one year, printed T-shirts for new students, and congratulations from the company and the program providers.

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The following year the company had another graduation ceremony honoring first and second year students.

Tracking and evaluating results: Using the students' attendance records from the first year of ESL classes, we tracked retention rate, movement through the company from entry to current position, and student attendance hours on a monthly basis.

Evaluating retention was the company's priority; the question was, *"What is the retention rate of company employees who have attended ESL classes?"* To find this information which would give us statistical results as to the impact the ESL program had on the company during our first year, the training department compiled the list of names of students from our attendance records. The company trainer formatted the information on a spreadsheet on the computer. Then the personnel department, who keeps a file for each company employee, added employee numbers, hire dates, and a column entitled "Termed" to show whether a student had terminated, transferred to another city, or continued to work at this location. Transferred and terminated employees' names were "highlighted" on the spreadsheet for ready access. At the end of the form totals were given for number of students and terminations. The results showed a 92% retention rate for 75 employees who participated in the ESL classes. This compared to a 34% retention rate for the general population of approximately 600 employees (non-management) at that site. The company estimated that 60 - 65% of the total number of employees were non-native English speakers. The four-column spreadsheet expanded to seven columns when a company manager asked for information about the students' progress or movement of job position within

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the company. Using the same spreadsheet, the trainer added three columns to show job movement: department code for current position, job title of current position, and status. At the end of the form new totals were added to show status: 13% of the students had increased job status, 5% had decreased, 17% had lateral movement, and the rest had remained in their same job since being hired. (Increase, decrease, and lateral movements are based on internal company standards.)

At this point, the spreadsheet entitled "ESL STUDENTS 1996: RETENTION" provides easy-to- read information about each student who attended ESL classes the first year: hire date, job positions, transfers, terminations from the company, and job status. Two columns, employee number and department code, are for identification purposes. Totals and percentages are easily accessible at the end of the form.

Besides the retention information for 1996 ESL students, we also tracked student enrollment and contact hours (the number of hours a student comes to class) for the following year. Before the end of the fiscal year we wanted to add information as to the impact the program had on the company: how many students were enrolled in the ESL classes and how much time they spent in class. Instructors tallied the attendance of the four classes to show a total of 2,318 contact hours for 106 students for less than ten months of classes. For these purposes, the minimum attendance was one class and the average was 22 contact hours per student.

In order to evaluate the ESL program's impact on dollar savings for the company, we calculated the dollar savings resulting from lower turnover rate among the employees who participated in the program.

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The estimated cost by the company to train each new employee is $1,400. This amount includes the Trainer's hourly salary for 16 hours of new hire orientation, cost of uniform, recruitment, initial paperwork, drug screening and general health assessment, approximately 30 hours of peer training, and lost hours in productivity by supervisors and other personnel. In 1996, the year we tracked retention, there were a total of 352 new hires.

(*Please refer to retention rate on page 3 of this report*)

Turnover refers to employees who have terminated from the company and, conversely, retention refers to employees who are still employed by the company.

1. 75* ESL students x 8% turnover rate (92% retention rate) = **6 ESL students terminated the company**
2. Same size sample of 75 employees who did not attend classes x 66% (34% retention rate) = **49.5 employees projected to terminate the company**
3. $1,400 x 6 terminated employees = **$8,400 to replace termed ESL students**
4. $1,400 x 49.5 terminated employees = **$69,300 to replace termed non-ESL employees**
5. **Savings**: $69,300
   - $8,400

   $60,900 savings in employee replacement costs to company for 1996

* *Average yearly enrollment*

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We compared the cost of the ESL program against the savings in employee replacement costs to project dollar savings to the company. 1996 was the year we tracked retention but it was also a year that the program was sponsored and paid by the National Literacy Grant. Therefore, we based the cost to the company on the amount we are charging for the same services in 1998. The amount charged to the company includes two instructor salaries and one tutor salary, indirect costs for grant processing, 15 hours of instruction per week, 6 hours of curriculum development and 3 hours of drive time divided evenly among three instructors, and fringe costs for a total of $29,703.14.

6. $60,900 **Savings in replacement costs to company**

-$29,703.14 **Cost of ESL program to company**

$31,196.86 **Savings to company**

"The savings the company realized with the increased retention of employees participating in the program paid the cost of the program. With retention of good employees the company benefits in more ways than just dollars. We have increased productivity, increased enthusiasm and loyalty for our company." Dobbs International Services, Denver, CO

Feedback and Follow up: One of the most effective methods of getting feedback and concluding follow up is to meet with supervisors and managers on a monthly basis to discuss issues and concerns that affect our ESL program and the students. We also periodically survey supervisors and managers asking for their reaction and suggestions to improve our program. They are invited to respond on the form, speak to us personally, or to E-mail us at our company address. Informal dialog is also convenient and happens frequently. For example, we may be asked to follow up with students about a company policy, social event, or a safety issue that warrants employee input before it becomes policy. Supervisors, managers,

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that warrants employee input before it becomes policy. Supervisors, managers, and interested employees are invited to come in to classes to observe or participate at any time.

We've been fortunate to have a very positive and cooperative relationship with our business partner. Not surprising to the program's success are two important components on the part of the company: commitment and communication; on our part are excellence and caring. To these ends we are able to be a contributing part of an ongoing process to gather information, measure progress, utilize results, and follow up with appropriate action and resolution.

The following two pages are a SAMPLE FORMAT of retention information. The form shows a transferred employee, a terminated employee, an employee who has changed jobs at the same site, and an employee who has retained the same position since she was hired. The numbers at the bottom would be filled in on the actual form. The next page is a SAMPLE SURVEY mentioned above for managers and supervisors.

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ESL Students 1996

NAME	Number	Hire Date	Dept	Termed	Positions Held	Status
Doe, Jane	654321	4/1/94	4	Trans	Transferred to Unit in Honolulu	
Doe, John	123456	3/7/95	15	8/31/96		
Smith, Bob	246810	7/8/96	5		Dishroom, Production	Lateral
Smith, Mary	109876	2/7/94	3		Pantry Since Hire	
Total						
Retention						
Termed						
Transfer						
Increase						
Decrease						
Lateral						

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SAMPLE Date

To the Management Staff of Our Partner Company

In order to help us improve the ESL program at our company, could you please take a few seconds to give us some feedback about how the program seems to be affecting our students and you? Feel free to E-mail us at ****** at your convenience, to make comments on this paper and return it to us, or to speak to any one of us personally at any time. It would especially help us if you could mention specific students or situations that you have observed.

1. Have you seen any situations where an ESL student **relies less on an interpreter** when speaking to you or to other employees?

2. Are there any cases where an ESL student **seems more likely to speak to you in English** than before the ESL classes began?

3. Do you think that participation in the ESL program **has improved the job performance** of any ESL students?

4. Do **you have** any suggestions for ways in which we can improve the ESL program?

Thanks so much for your time and support.

The ESL instructors

Return on Investment

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***Workplace Education Impact on Imperial Headwear**

With its merger late in 1994, Imperial Headwear became one of the largest headwear manufacturers in the United States. At the time of this report, the Denver plant employs approximately 300 employees, 80% of which are non-native English speakers working in various capacities on the Production and Finishing Floor. In Denver, Imperial Headwear had not performed a formal return on investment for any of its departments prior to its merger. For over a year there was no on-site president. As the "dust settled," staff began to discuss program institutionalization. But business contacts there wanted to know what dollar returns could be traced to the ESL program and communication/customer service classes that had been taught there.

Supervisors named a variety of positive outcomes as a result of the ESL program, many of which related to increased self-esteem. They also reported that employees demonstrated an increased willingness to use English to cross language barriers in Imperial's multi-lingual, multi-cultural environment. They exhibited a better understanding of work orders. This resulted in less down-time in production while employees waited for translators to explain instructions. However, supervisors in different production areas observed and reported progress of employees differently. Advisory contacts tried to define what standard or standards would be used to determine job success, what specific behaviors and skills would be measured and how, especially for the purposes of this grant. Therefore, this report addresses only potential investment returns that were occurring among ESL participants in the program from January 1995 - Summer 1996.

The feedback that follows refers specifically to the Customer Service Department. Employees throughout this department attended a series of communication skills, customer service, and self-directed work team classes beginning in February 1995. Except in very general terms, these outcomes were not attached to a return in dollars and cents. Because this department was more self-contained and had one primary supervisor/director, it was easier to identify and track skills and behaviors that could be directly linked, at least in part, to program training. The Human Resources contacts began researching savings in dollars as of February 1996.

The information below was prepared by Tracy Drake, the VP of Human Resources at Imperial, and Sue Ekrut who, until July 1996, was Director of the Customer Service Department. It is a summary based on their own and other supervisors' observations, company data collection from past and present records, participant feedback from January 1995 to June 1996, and Sue Ekrut's day-to-day experience of changes that occurred among her employees during the year-and-a-half time frame that they engaged in program training in communication skills, customer service, and self directed work teams.

- Color Desk employees had a daily minimum quota of hats they had to complete. As a result of improved communication and negotiation skills, these employees were better able to meet or surpass quota after taking the classes (communication and team building skills).

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- As a result of "Team-Building" classes, Customer Service Dept. employees solved more problems among themselves and required less supervisory intervention. Therefore, the company saw greater output and efficiency relative to salaries paid in this department compared to the period 8 months prior.
- People who went through the communications skills series training were peer-training new employees in some of the basic team-skills they had learned. This shortened the transition period that new hires typically required and reinforced communication skills learned when customer service employees first developed self-directed teams.
- Primary impact: Increased confidence level overall. Employees generated and shared a much greater number of time and money-saving ideas and solutions.

The entire customer service department became more efficient. Trust and rapport improved. Employees spent less time waiting for e-mail answers to production questions, or waiting for some other source to answer questions before completing jobs. They took more initiative, spent more hours "being proactive rather than reactive."

Follow-up Comments

Tracy Drake and the new Customer Service Director planned to select new employees in this department and measure selected skills prior to follow-up communications/team-building classes (scheduled for June - July '96). Shortly after this study at Imperial, Imperial Headwear was sold to a large hat and clothing manufacturer in Virginia, and was managed without an on-site president or director for almost a year. Our human resources and customer service contacts left the company. Imperial laid off 50% of its Denver employees. Between September 1996 and August 1997, the corporation considered shutting down the plant entirely, moving it to another location in the Denver area, or manufacturing sport clothing instead of hats, something they had never done before. In-house training ceased altogether for some time. The ESL program was cancelled. Further ROI studies ended with the departure of Program contacts at Imperial. No other contacts were identified to help us complete the study. This was a great disappointment to all of us who had worked with this partner in previous years. We had always had a positive proactive creative relationship with them. Like our relationship with Dobbs International now, all levels of the organization had been involved in decision making regarding training when the company was locally owned and run. Commendations belong to then president, Jerry House, Human Resources contacts Tracy Drake and Terri Roen, Customer Service manager Sue Ekrut, and a long list of supervisors. They saw their employees as their most valuable resource throughout our three year relationship, and acted on that belief.

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ROI information for Imperial Headwear

From Sue Ekrut - 935-6281
Former Manager of Customer Service

Customer Service*	Employees in all 4 areas (40 total)
New Art and Tape*	
Color Desk*	* Indicates employees who participated in team
Graphic Design	building workshop. (30 total)

Customer Service, New Art and Tape, and Color Desk had 30 employees. 100% of these employees participated in the team building workshop. (Sessions were videotaped for those unable to attend due to work schedules, deadlines, etc.)

All were hourly employees and were paid for the time they attended class. (Some came in early for work to attend.)

40 employees were involved in the communication/conflict resolution workshops. 90% of these employees attended the workshop.

Outcomes from communication/conflict resolution workshop.

Increased communication within teams in different departments at all levels.

1. As individuals, employees gained more confidence.
2. They communicated more effectively within the group.
3. There was better communication among departments.

90% of the customer service people (40 total) said conflict resolution workshop helped them resolve conflict effectively with peers. (face-to-face)

50% of the above group said they were able to handle conflict more effectively on the phone (with customers.)

Outcomes from the self-directed workteams workshop

Employees who had been apprehensive at first regarding the development of teams, began to "put things together" and saw how communication and conflict

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resolution made "sense" for a team and how it would be used in teams. Their apprehension changed to excitement.

Two of these employees said that because of the training, they could handle problems/situations at a higher level. They felt it qualified them for advancement at Imperial or a position at a higher level in another company.

Created camradery. 50% of the customer service employees modeled communication techniques from the workshop to other employees. They discussed what strategies had worked and suggested these to peers.

Retention in Customer Service Department was 75% **after** classes in team building and communications began.

No monetary results were calculated.

Information from Tracey Drake - 375-8000
Formerly in Human Resources at Imperial

The 32 employees in this study had taken ESL classes. They were from the sewing floor, specifically the golf line. This area was chosen because there were more functions affected by the classes.

They were paid a combination of hourly and piece-rate. (Average $10.18/hour) Base rate was $5.50/hour and piece-rate was added to this. Rates ranged from $6-$18 / hour.

The study was conducted over a period of 4 months.

Outcomes -

- overtime was reduced during the busy summer season by 11%
- less rework was required because people were able to communicate and ask questions.
- more errors were caught before the cap went on to other departments
- 23% increase in production in this group
- didn't need to pull people as often to interpret for others
- there were no promotions from this group, mainly because employees were making more money with overtime, than supervisors
- students began to interpret for others
- employees felt more secure in using English - more competent
  They made their own calls concerning benefits, unemployment, etc. rather than relying on the Human Resources Dept. to call for them.

The estimated cost to train an employee in this dept. for the first 3 months was $3,308.00.

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Return on Investments

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Summary and Evaluation
The English Second-Language Program
Marriott Tech-Center Hotel, Denver, Colorado

I. Summary

The Workplace Education Program at Emily Griffith Opportunity School has enjoyed two years of positive and successful partnership with the Marriott Tech-Center Hotel, Denver, Colorado. Since the inception of the English Second-Language program in 1996, we have worked together to provide improved ESL skills to associates at this work site. The instruction has been basic and workplace specific. During this time, our National Literacy Grant partnership has developed into a mutually supportive and beneficial program. We feel the results of our program have increased the satisfaction of our business partner, their associates, and guests. Therefore, we highly commend the Marriott Tech-Center for its contribution to the success of the program.

The Human Resources directors, educational trainers, and managers of the Marriott have been both cooperative and accessible in regard to the program's needs. They have generously provided the use of their facility for training and preparation of materials. The Marriott has also provided good incentives, from cash bonuses to release time and overtime, to encourage student participation. They have also recognized the students who completed the course.

From January, 1996, to March, 1998, six sessions of English Second-Language classes were conducted. A total of 68 persons enrolled in these classes. Of these, 15 associates enrolled in a second session, and several associates continued the class for three sessions. When multiple enrollment is taken into account, the program actually served 108 students. It should further be noted that some enrollees attended as few as one to three class meetings. To meet the needs of the mixed-level skills of the students, two instructors, as well as tutors on an as-needed basis, have provided approximately 386 instructional hours.

To provide an evaluation of the specific impact and outcomes of the English Second-Language Program, we have made two key evaluations.

1. *Tracking the results that the program had on the participating associates.* The main objective was to learn if the program had resulted in a higher retention rate for student-associates from the Housekeeping Department which supplied the majority of the students.

2. *Evaluating the program's impact on dollar savings for the hotel.* The objective was to learn the percentage difference between the cost of training new hires compared to the (expected) increased retention rate of the ESL participating associates. We compared the turnover rate of employees in 1996 when the program was initiated to the rate of turnover after the program had been in place for 2 years.

The following steps were used to make these evaluations.

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Steps to find Retention Rate

1. Set up a spreadsheet to track ESL attendance record

	Students enrolled	Contact hours
Total	_____	_____

2. Set up a spreadsheet to track retention and movement through company.
   Data columns include:
   ESL Students' Names / Hire Date / Termed (sub categories: terminated / transferred / continued to work) / Job Movement (sub categories: advancement, lateral movement, no change in position). Show Totals for each column.

3. Figure percentage rate for turnover, etc. for the number of students enrolled in ESL.

4. Compare ESL student rate to the turnover rate of the general population of associates. (A comparison may also be made between the ESL students' turnover rate and the rate of non-native speakers who did not participate in ESL classes but would have benefited from such classes.)

Steps to make Cost Comparison

1. Figure the cost of setting up and training one new employee. Consider cost of :
   recruitment
   initial interviewing (requires twice the time with non-English speaker)
   new uniform
   insurance set-up
   general health assessment
   drug screening
   any additional or special training

2. Figure the cost of setting up an ESL class. Consider cost of:
   per hour training rate (Long term class, one teacher, $50 minimum.)
   bonuses or other incentives
   miscellaneous items (notebooks, pens, paper, flip charts, refreshments)
   recognition ceremony (refreshments, anything additional)

3. Divide by the number of ESL associates to get the training cost of one associate.

4. Figure comparison percentages:
   - Multiply turnover rate of non-ESL associates times cost of a new hire.
   - Figure the same for ESL associates' turnover rate, and subtract from the cost total (see item 3 above) to get the difference.

5. Compare the retention rate of ESL associates to the retention rate of the general population of the company and project the overall dollar savings.

II. Evaluation and Return on Investment

From February, 1996, to March , 1998, six workplace specific English Second-Language training sessions were conducted. Of a total enrollment of 108 associates, 15 enrolled for 2 or 3 sessions. When multiple enrollment is taken into account, the program trained a total of 68 persons.

Of the 68 persons, 33 started training in 1996. By tracking these 33 associates we have been able to analyze the effect of the ESL program in terms of retention rate and approximate monetary savings for the hotel.

The combined retention rate of ESL-trained employees is considerably higher than the combined general-population retention rate of their represented departments (housekeeping, kitchen, banquets, catering). In 1996 when the program was initiated, the general rate of retention was 46%, while the ESL-trained retention rate *after 2 years*, in 1998, *was 82%*. It is reasonable to consider that this **difference of 36 %** can be attributed in part to the ESL training factor.

If we look at the department from which the majority of the ESL participants are drawn, the statistics are even more impressive. The 1996 general turnover rate of the **Housekeeping Department** was 87.1 % supporting a retention rate of 12.9 %. In March, 1998 the turnover rate of ESL-trained associates was 27% supporting a retention rate *after 2 years of 73%*. The difference is **60.1 % higher retention for ESL-trained associates.**

The cost of a new hire is $1,150. In Housekeeping a 60.1% increase in retention leads to .601 x $1150 = $691 savings per associate. Housekeeping employs approximately 66 non-native English speakers. Therefore, if ESL were offered to all 66 potential ESL associates, **a possible savings of** $691 x 66 = **$45,606** could be realized in Housekeeping alone in one year.

The training cost of ESL students is minimal. The 33 ESL students who started in 1996 required 3 classes. The cost, had the hotel paid for the sessions (1 instructor per session), would have been $1800 per class or $5400 total. This amounts to $5400 / 33 = $164 per participant. This education cost compares favorably to the $691 savings due to increased retention, or a **net savings of** $691 - $164 = **$527 per employee per year.**

It may be generalized that a **downward adjustment** of the savings is reasonable because there are factors that lead to employee termination other than being non-ESL trained. Such factors include entry-level salaries, transportation problems, health and family-care issues, work ethic, etc. Theoretically, if the 60% retention rate of ESL-trained employees were reduced by 1/3 , then .40 x $1150 = **$460 annual savings per employee**. Under this adjustment, if ESL training were offered to all 66 potential ESL associates in the Housekeeping department, a possible saving of $460x 66 = $30,360 could be realized.

The Marriott Tech Center Hotel is a specific example of the savings that can be realized by teaching ESL to non-native speakers. One can make a projection of these savings to apply to similar businesses, as shown by the following cost comparison model.

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A COST COMPARISON MODEL
To Demonstrate
Dollar Benefits of an ESL Program

This model represents possible savings from an ESL training program in the hotel industry. To account for other factors that may have affected the study, we have reduced this potential yield by 1/3 in the final projection. We estimate that the 1/3 reduction is adequate to account for any oversights or mitigating factors affecting the model outcome. Even with the downward adjustment figured in, the study continues to demonstrate a substantial profit for the business.

- ***Potential ESL candidates who do NOT participate in ESL training***

In one year 100 associates were hired and did not take ESL. Of this number 75 quit. The company must rehire 75 at the rehire cost of $1500.

$$\frac{75 \times 1500}{100} = \frac{112{,}500}{100} = \$1{,}125$$ cost per **rehire** (employees who did not enroll in ESL training)

- ***ESL associates who participate in ESL training***

In one year 30 associates were hired and completed 1 year of ESL training. Of this number 10 quit. The company must rehire 10 at the hire cost of $1500 plus pay for the ESL training of 30 associates which amounts to $3600. (2 classes x 36 per hours per class x $50 for instruction)

Each **class trains** 15 associates.

$$2 \times 36 \times \$50 = \$3600$$

$$\frac{3600}{30 \text{ associates}} = \$120$$ cost of training for one associate *

* This calculation does not include miscellaneous cost such as incentives and supplies.

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- To find the new hire and education cost of 1:

$$\frac{10 \times \text{rehire cost of one}}{30 \text{ new hires}} + \frac{\text{education cost of } 30}{}$$

$$\frac{10 \times 1500}{30} + \frac{3600}{30}$$

= $500 to rehire + $120 to educate
= $620 for one rehire who is ESL trained

- ***Savings***

The difference in cost $1,125 -$620 = $505 savings **per employee per year**

PROJECTION

If the company educated all 130 employees, the **potential savings for one year** would be 505 x 130 = **$65,650.** Over a period of **3 years the potential savings** would be as much as **$196,950.**

Theoretically, a **downward adjustment** might reasonably be made because there are factors that lead to employee termination other than being non-ESL trained. Such factors include entry-level salaries, transportation problems, health and family-care issues, work ethic, etc. If a generalized 1/3 downward adjustment were figured in, the **adjusted potential savings** would be:

1 year - $43,329
3 years - $129,987

Name	Employee #	Hire Date	Dept.	Termed: terminated, transferred, or continued	Positions held	Status
Total						
Retention						
Termed						
Transfer						
Increase						
Decrease						
Lateral						

The Westin Hotel

Return on Investment

The Westin used the same formula as was used for the Marriott Hotel, Denver Tech Center to measure Return on Investment for their housekeeping employees. (Cost Comparison Model, pages 4 and 5 of ROI Summary for the Marriott Hotel, Denver Tech Center, in previous section)

The $18,000 is the savings after projected cost of on-site instruction, four ten-week modules, 30 hours per module, $1200 per module.

The letter from Ms. Duquette, following, is the most recent projection of ROI. The second report was shared with us after we first began discussing ROI with our partners.

THE WESTIN
TABOR CENTER
Denver

EXECUTIVE OFFICE

March 9, 1998

Cynthia Faulkner
Emily Griffith Opportunity School
Denver Public Schools
1250 Welton Street
Denver, CO 80204

Dear Cynthia,

I have spent some time trying to quantify our benefits from the English As a Second Language classes held at the Westin Tabor Center. I have discovered that we held 3 classes from September of 1996 until November of 1997. 21 associates participated in those classes. Over 50% of the associates took more than one class. Of the associates that participated in the classes, 15 associates are still employed by the hotel. This is a turnover rate of 28% which is far lower than the departmental turnover rate of 59%. Every associate that turns over costs the hotel $3,000 in lost productivity and training time. The potential benefit of the ESL classes is $18, 000 savings.

As I look through the list of associates who have taken the classes, I see individuals who have made big improvements in their ability to communicate with me, my assistant managers and our guests. Many of the associates are more comfortable in using words that they had known for a long time, but before the classes had no opportunity to practice out loud. It has been especially helpful that the teachers used words and situations that relate to the hotel and their jobs. Their vocabularies have increased.

I hope to continue working with you in offering more classes to our associates in the future. While all the benefits are not easy to catalog, I believe that the classes have a positive effect on an associate's self esteem, their perception of their job satisfaction, and their ability to communicate with others.

Thank you for making it so easy and enjoyable to offer this service to my associates.

Sincerely,

Suzanne Duquette
Director of Housekeeping

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1672 Lawrence Street, Denver, CO 80202
Telephone (303) 572-9100 Fax: (303) 572-7288 Internet: http://www.westin.com From the U.S. or Canada, call your travel agent, or 1-800-WESTIN-1

English As a Second Language Class
at the Westin Hotel Tabor Center

Cost & Benefit Analysis as of November 1996

Compiled by Suzanne Duquette, Director of Housekeeping

We have held 5 ten week sessions of classes since Spring of 1995, and have had 35 associates participate in the classes. There have been 8 associates who have taken more than one class. They are employees from the Housekeeping, Stewarding and Culinary departments. 85% have been with the Housekeeping department.

As of the spring of 1996, we paid 22 associates a $200 incentive award for taking one class. There were 3 additional associates who completed the class but did not receive an incentive due to their positions. The associates are paid an incentive if they have 90% attendance in the classes and are in a position that has guest contact. We changed the incentive starting with the fall class of 1996. For that class 3 associates were paid $150 incentive for their first class and 3 associates were paid $50 for taking a second class. The students who had taken more than one class before this session were not paid an incentive. We have paid a grand total of $5,000 since the beginning of the program.

Out of the 35 associates that have participated in the classes, 24 of the associates are still employed by the Westin Hotel Tabor Center. The turnover percentage for the ESL is 46%,which is way below the Housekeeping Department turnover average of 70%. Out of the 25 associates that have been paid for their participation, 19 associates are still employed by the hotel, or a turnover percentage of 31%.

I believe the ESL classes benefit the hotel in many ways. This information demonstrates that the classes give our associates an added incentive to continue working at the hotel. The classes also improve associate satisfaction within our core group of attendants. Other benefits may be harder to measure, but I believe ESL does increase our attendants' ability to communicate with our guests. Many times the attendant understands some English, but is not comfortable speaking the words. The classes give them an opportunity to practice and improve their skill, giving them the confidence to talk to our guests.

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Curriculum Developed by the Workplace Education Program - Denver

Basic Workplace Math for Non-Native English Speakers; Pam Ingram, May 1994 ($17.75)

Communication and Problem-Solving in the Workplace, Colleen Consol & Teresa Falagrady; December 1993 ($14.50)

Conflict Resolution - A Collaborative Approach, Connie Tripp & Karen Fletcher; November 1995 ($ 8.50)

Conversations in the Workplace: An ESL Activity Guide, Teresa Falagrady. Linda Gossard, Pam Ingram & Mary Snapp; March 1995 ($11.25)

Customer Service/Telephone Communications, Karen Fletcher, July 1994 ($18.25)

Descriptive Writing in the Workplace, Mary Gravely; July 1996 ($8.00)

The Education to Business Connection: Linking Improved Workforce Quality to Basic Skills Training, Lucille Bollinger & Teresa Falagrady; June 1995. ($14.00)

Effective Writing in the Workplace: a Writing Workshop, Colleen Consol; June 1994. ($17.25)

English as a Second Language for the Westin Hotel *(Supplemental Exercises and Materials)*, John Cleary; November 1995. ($19.50)

English as a Second Language/ Workplace Education, Mary Snapp; December 1993. ($14.50)

ESL in the Workplace - Reading & Writing, Pam Ingram, November 1994. ($17.50)

Focus on Communication, Karen Fletcher & Connie Tripp, May 1994. ($18.75)

Getting Hooked on Words, Lucille Bollinger & Dee Sweeney, December 1993. **($23.75)**

A Guide to Reading Comprehension and Critical Thinking, Teresa Falagrady, May 1994. ($17.50)

A Guide for Writing Workplace Education Curriculum, Colleen Consol; August 1995. ($14.75)

Health and Hygiene in the Workplace, Mary Snapp; July 1994. ($14.50)

Health Insurance Fundamentals: An ESL Outline for the Workplace, Mary Gravely and Marlin Day Cwach, December 1997. ($15.25)

Hooked on Words - Spelling, Lucille Bollinger; April 1996. ($19.75)

Hotel Customer Service, Karen Fletcher & Connie Tripp; November 1996. ($16.25)

Interactive Writing in the Workplace, Colleen Consol, May 1996. ($23.75)

Let's Get Down to Business - ESL Business Vocabulary Activities, Teresa Falagrady; December 1995. ($17.50) Shorter version available on floppy disk. ($7.50)

Keeping a Good Production Record - A Guide for ESL Speakers, Marlin Day Cwach; November 1995. ($19.75)

Meet Your Mind, Dee Sweeney; May 1994. ($17.00)

A Memo Writing Workshop, John Cleary; March 1994. ($16.00)

More Water, Madam? Marlin Day Cwach & Mary Liles Gravely; January 1997. **($20.25)**

Opening a Dialogue: Conversations at Work and at Play, Pam Ingram, Mary Snapp, Linda Gossard & Teresa Falagrady; July 1995. ($22.25)

Opportunities in Workclothes: Problems & Problem Solving, Teresa Falagrady; November 1996. ($15.25)

Problem-Solving Puzzles: ESL Warm-up Activities, Teresa Falagrady & Pam Ingram; September 1996. ($17.50)

Quick Grammar Guide, Colleen Consol, November 1997. ($17.50)

Run That by Me Again! Teresa Falagrady & Pam Ingram; July 1995. ($14.50)

Team Talk, Karen Fletcher and Mary Liles Gravely; November 1995. ($19.75)

Technical Vocabulary Building for ESL Employees in Electrical Manufacturing, John Cleary & Pam Ingram; December 1996. ($18.75)

Technical Writing, Colleen Consol; October 1996. ($19.25)

TQM Awareness Training for Healthcare, John Cleary & Dee Sweeney; June 1994. ($16.75)

Understanding Graphs & Charts, John Cleary & Mary Liles Gravely; July 1994. ($26.00)

Using Numbers Less Than One, Karen Fletcher & Connie Tripp; December 1993. ($20.25)

Vocabulary For Healthcare Personnel, Teresa Falagrady; July 1994. ($26.75)

Writing it Right: A Writing Course for Police Officers, Mary Liles Gravely; June 1994. ($18.50)

The Writing Process in Health Care, John Cleary; December 1993. ($19.00)

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EMILY GRIFFITH OPPORTUNITY SCHOOL
WORKPLACE EDUCATION PROGRAM
1994-95

EXTERNAL EVALUATION

March 1996

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Submitted by

Cathy VerStraeten
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80521

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CONTENTS

Chapter 1
Description of Evaluation Plan and Method

Chapter 2
Comprehensive Evaluation of Program

Chapter 3
Evaluation of Factors Affecting Outcomes

Chapter 4
Evaluation of Degree of Program Impact

Chapter 1

Description of Evaluation Plan and Method

I. Comprehensive Evaluation of Program
   Context-Input-Process-Product Model (Stufflebeam and Guba)
II. Evaluation of Factors Affecting Outcomes
   Workplace Learning Factor Model (SWS-VerStraeten 1993)
III. Evaluation of Degree of Program Impact
   Levels of Impact (SWS-VerStraeten 1994)

I

The **Context-Input-Process-Product Model** was used to insure all critical elements of the program were addressed by the evaluator.

Context

To evaluate the clarity of program goals and the understanding and acceptance of the objectives by all partners

Data collection method interviews with administration and staff
structured interviews with business partners

Input

To evaluate the availability and use of resources

Data collection method structured interviews with business partners
meetings with administration and staff

Process

To evaluate the design and delivery of instruction

Data collection method unstructured interviews with instructional staff
limited class observation
instructor survey
review of samples of curriculum materials
pre and post interviews with supervisors and/or HRD reps

Product

To evaluate program outcomes

Data collection method instructor survey
learner survey
interviews with program administration and staff
structured interviews with supervisors or HRD reps

II

The Workplace Learning Factor Model was implemented to explore the factor areas which may influence the product , and specifically, its impact and usefulness for the business organization. This evaluation approach explores ***why outcomes occur.***

The 3 factor areas:

skill and knowledge
what are the measurable acquisitions of skill/knowledge (see Levels of Impact)

current corporate climate/culture
how does the organization support or suppress the acquisition and use of skill/knowledge

worker / learner attributes
what attitudes about learning, self improvement, need for training, participation and success are brought to the training by the learner

Data collection method interviews with administration and staff
participant questionnaire
instructor questionnaire
structured interviews with supervisors and HRD reps

III

Levels of Impact are used to evaluate, describe and quantify the degrees of learning which occur. This model is based on the premise that learning occurs at four described levels. This evaluation approach explores the ***quantity of impact*** of the product.

The 4 levels of impact:

awareness	the learner is aware of the skill/knowledge area and its relevance
skill/knowledge	the learner is able to demonstrate the knowledge or perform the skill in the class context
application	the learner is able to apply the skill/knowledge to a work task
behavior	the use of the skill/knowledge becomes a natural and consistent part of the learners performance

Data collection method learner survey
instructor survey
collection of specific anecdotal examples as indicators
interviews with supervisors and HRD reps

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Chapter 2

CONTENT

The goal of the program, to broaden the base of involvement and participation in workplace literacy while focusing on competencies specific to employment, appeared to be well understood and mutually agreed upon by all partners at the beginning of the 1994-95 cycle. The partners are Emily Griffith Opportunity School, Provenant Health Partners, Columbia Health One, University of Colorado Health Sciences Center, Colorado Contract Cut and Sew, Imperial Headwear, Inc., and Marriott Hotels.

Interviews with administration, staff, and representatives from all of the business partners indicated that extensive strategizing of the most optimum plan for design and delivery of instruction within the context of each individual business organization had been executed. The communication between partners was well orchestrated by the program administration with excellent delegation of communication and planning duties to on site instructional staff.

Many shifts in personnel and organizational structure which occurred within the business organizations presented a challenge to the program administration and staff in their effort to effectively deliver the services of the program. It was the observation of this evaluator and the opinion of all of the business partners that the administration and staff demonstrated outstanding capacity to execute the necessary changes while remaining focused on the goals of the program. Through observation and interview with program staff and interviews with the business partners it was determined that the instructional staff consistently delivered high quality instruction while balancing the difficulties of worker scheduling conflicts, workplace anxiety regarding mergers and job security, and changes in decision makers at the corporate level. In this area the program has good stability.

In certain instances, changes in corporate priorities and plans made the original strategies for delivery impossible. The program administration did a commendable job of finding creative alternatives when possible. In instances where difficult decisions were necessary regarding the relationship with a business partner or site, those decisions were made in a responsible and timely manner. At one point in the cycle, it became clear that one manufacturing partner was unable to make the commitment necessary to allow training to be delivered within that organization. Mergers and shifts within some of the medical organizations made reconsideration of the learner population necessary. It was the observation of this evaluator that situations of this type were handled so that the business partners needs were considered and respected without compromising the objectives of the program.

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Commendations

The very effective coordination, communication, and delegation practices on the part of the administration and staff kept the program moving forward and on track.

The positive approach and flexibility of program instructors helped to move the program positively through the obstacles created by changes and mergers at the business level.

Evaluator Suggestions

When possible, seek to identify and select business partners who can predict at least short term stability of circumstances. Emphasize commitment to program objectives for at least a reasonable length of time.

INPUT

Resources available to the program were adequate, although not outstanding.

Through interview with the business partners, it was determined that resources provided by the business organizations were generally restricted to facilities or training rooms, some training room equipment, some materials and copies, access to workplace materials for use as functional context for instruction, supervisor time for planning and feedback, and recruitment of learners. Less than half of the participants received pay or partial pay for time in training. In some cases bonus compensation was paid on completion of training.

Instructors reported that some of the space provided was significantly too small for the class size. Some of the learners were unable to see the instructor and materials clearly; some participants were actually seated facing away from the instructor.

In a class observation, this evaluator did observe one training room to be small for the large class. Writing surfaces were very limited.

The instructional staff demonstrated skill in making instruction work with the resources that were available.

The curriculum resources brought to the program or created by the program were very appropriate.

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Commendations

The curriculum resources were appropriate and well implemented.

The instructors used the available resources creatively to make the instruction effective.

Evaluator Suggestions

Request more commitment from the business partners in terms of appropriate facilities and other in kind contributions.

PROCESS

Based on a questionnaire submitted by 100 percent of the instructional staff, it was determined that all instruction designed to teach basic skills in reading, writing, mathematics, spelling, communication, problem solving, conflict resolution, team communication and English as a second language was specifically designed to be particularly useful for either manufacturing, medical or hotel employment. Instructors demonstrated examples of effective use of specific contextual materials and activities designed in each case for a specific learner group. The design of the instruction often involved supervisor input. Specific class activities often involved design input from the learner group.

Initial interviews with business partners revealed a desire for interactive, student involved design and instruction. The instructional staff demonstrated good interpersonal skills in the workplace and classroom in accomplishing this. In some cases actual work tasks, specifically team related work, was begun in a classroom and continued into the workplace after instruction. (Specific evidence is cited in Chapter 4 - Levels of Impact, both in numerical survey results and anecdotal evidence.) In several cases instruction lent itself to co-workers supporting each other in the learning and in the use of skills and knowledge on the job.

There were a considerable variety of course topics. Instructors utilized a list of curricula either developed in an earlier cycle of this program or in other workplace training efforts in which the instructional staff had participated. This provided a springboard for instruction. Instructors were well prepared to deliver the straight academic content and thus required minimal time to redevelop the instruction into a workplace specific design.

Commendations

The selection and creation of curricula was appropriate and effective.

The instructional staff was exceptional in their training skills and their ability to adapt to the workplace.

The instruction was designed in appropriate and useful workplace context. Work specific materials and situations were appropriately incorporated into instruction.

Instructors demonstrated consistency and professionalism in the business setting.

Evaluator Suggestions

Ideally, a learning continuum for each learner should be considered as part of the process. This might involve some training of the business organization in the area of the learning process and transfer of training concepts. It might involve assisting the learners in gaining cognizance of the process of learning and in the process of self directed planning for learning. Optimally, it would include more tracking of the learners progress after completion of each training. A component of follow up consultation might be incorporated into a program.

PRODUCT

Chapters 3 and 4 are specifically included to provide evaluation of the product.

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Chapter 3

FACTORS AFFECTING OUTCOMES

Skill and Knowledge

The evaluation of skill and knowledge is addressed in depth in Chapter 4 - Levels of Impact.

Current Corporate Climate/Culture

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

77% responded that the corporate culture allowed them the time and the chance to practice newly learned skills or knowledge on their job.
23% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

The instructors were asked if they perceived the reality of this workplace as supportive to the use of new skill/knowledge. Would the learners have time and opportunity to try out and practice new skill/knowledge when back on the job?

61% responded positively to the above
39% responded negatively to the above

A selection of the responses from instructors.

The extreme rate of change creates challenges for workers to be able to practice new skills. The form you mastered writing skills around has been replaced by a new form. There is so much to do just to keep up with day to day chaos.

Work always outprioritized class.

Supervisors are very supportive .... but on the job, supervisors still do all the math.

Managers of learners in team talk attended the classes which increased support of skills on job.

Workers overwhelmed by issues around mergers..insecurity .. no time to practice.

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Communication students stated that approaching superiors in positive confrontation modes still would never be allowed.

Some supervisors planned to continue communication and team skills learning activities in the workplace.

Grammar and punctuation students had direct opportunity to use skills in editing co-workers work.

Depended upon the boss... some bosses have specific ideas which conflict.

At all levels support is good....workers still have fear of conflict situations...workers/learners will support each other.

The supervisors support the "idea" of the skills being needed but lack understanding of transfer of training.

On paper the support is good, but in reality not as good.

Supervisors are supportive and involved.. juggled schedules and really supported training.

Commendations

Several individual instructors were effective in using the stress that the learners seemed to be experiencing as a motivational tool. The instructors allowed learners to express concerns and then develop coping and management strategies that incorporated their learning.

Evaluator Suggestions

Front load the training program with orientation of the business partner at both management and supervisory levels as to how learning takes place and the role of the business organization in transfer of training. This is one effective way for the educational partner to improve the corporate climate for the duration of training and the corporate culture for the long term. Try to include some follow up consultation or other post-training invovlement in your contract with the business organization.

Learner Attributes

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveys at the completion of training.

96% responded positively to the benefit the training would have for them in their work/life.

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4% responded negatively to above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each learner group to which they delivered training.

The instructors were asked to describe their observations about the learner attributes. Attitude toward training, feelings about participating, confidence in potential to learn and improve, priority of learning were discussed.

83% reported positive learner attributes
17% cited negative attributes

Selections from the instructors observations.

The ESL students came with great attitudes...only half were getting paid ..others still showed up at 7:00 AM.

Math ...6 or 7 came regularly.. supported eachother...had fun.

One Team Talk group....good...they were confident because their manager had done preparation with open discussion about concerns.

Another Team Talk group ...had low morale...but made the best of the situation.

Team Talk ... learners supported each other ...a big plus..

Communication ...Generally positive attitudes but many didn't want to be there... training took time away from pressing work duties...not a priority..fear of retribution...lack of confidence...poor job security.

Writing... great attitude...eager to use new skills

Commendations

The instructional staff used excellent interpersonal skills in making the taining experience positive for participants.

Evaluator Suggestions

Always help the learners see learning as a process over which they can have control. This might involve orienting them to the levels or stages at which learning occurs. This is often especially appropriate for workplace learners because they are accustomed to dealing with processes and procedures.

Chapter 4

LEVELS OF IMPACT

Awareness

The learner is aware of the skill/knowledge and its relevance

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

95% responded that they could now describe the skills and knowledge presented in the training in which they were enrolled and that they could see how they would or would not be useful to them.
5% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners increased awareness of the content area of this training and in the relevance of the content area to their life/work.

did very much	15
did somewhat	10
did a little	0
did not at all	0

Selections from the anecdotal evidence submitted by instructors which indicate learning at the awareness level of impact.

In a spelling class students discussed the impact of spelling deficiencies and how they affected perception by coworkers, promotions, test performance, and letter writing.

In an ESL class learners expressed the need for English being especially critical in their hotel industry employment because it was such a "social" industry.

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Learner in a communication/conflict resolution course, "I need to be more thorough in my follow up...negotiating is my job . this should help me find out what the vendor's or customer's needs are better... help me confront family or employer before a situation gets out of hand..."

In a math course, learners expressed excitement over understanding how percentage knowledge could be applied to sales and shopping.

In a communication course, learners reported that they now "talk more open with family members.... explain things to co-workers instead of getting angry...tackle conflicts in a more proactive than reactive manner...think more about collaborating."

Learners stated they were now more aware of themselves and how they support co-workers.

Learners reported being cognizant of the need to remember to listen and sometimes to speak up.

Learners were relieved to see how math would be able to help them fill our "hours and bills" with confidence and accuracy.

Some learners requested additional materials or books from the instructors through which they could pursue self directed learning in the content area of the training.

A learner became visibly excited when he understood the "steps to long division."

A non-reader/ non-writer in an ESL class exclaimed with excitement when the instructor printed the same sentence on the board that the class was discussing. " Is that writing same we are saying?...You write same talk?"... encouraged to learn that groups of words strung together in a phrase could be decoded...his reading and writing " took off from there."

In discussions with supervisors and HRD personnel after this program cycle was completed, the pervasive belief was that results of the training delivered at each business organization included a significant level of impact at the awareness level. Indicators mentioned were worker enthusiasm for enrollment, word of mouth feedback, and observation of learners after completion of training.

Demonstration of Skill/Knowledge

Findings and Evaluator Observations

The learner is able to demonstrate the knowledge or perform the skill in the class context.

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

94% responded that they were able to understand and do most of the activities in class successfully.

6% responded negatively to the above statement.

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Report of survey of 100% of program instructors with 100 response. Instructors submitted data for each course they delivered with. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners were able to demonstrate/perform the skills/knowledge presented in the training while in class.

did very much	19
did somewhat	8
did a little	0
did not at all	0

Selections from anecdotal evidence submitted by instructors which indicate learning at the skill/knowledge level of impact.

Post assessments showed increased skill/knowledge level.

Observation of various class activities indicated learners performing skills.

Learners used editing skills in a writing class to edit work documents.

In a grammar and writing segment, learners would fall back to "old language patterns," but could self correct with a little reminder.

In a communication class, learners demonstrated skill in a problem solving activity and in preparing an assertion message.

Learners participated effectively in class discussions and performed well in role plays in communication skills training.

Each learner was a contributor in the brainstorming activity during a problem solving/ team skills training.

Responses in group activities on confronting were well thought out and complete..learners were able to use the model provided in class.

GED students used a strategy learned in class to remember their social security numbers.

Several instructors noted specifically that those learners who were able to attend class regularly showed significantly higher results. Several instructors cited limited duration of instruction as being an inhibitor of learning. Although these are familiar cause and effect situations, they may be important to note for future planning.

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In discussions with supervisors and HRD personnel after this program cycle was completed, little information was gathered as to levels of classroom performance. Those who could respond in this area reported satisfaction with the classroom performance of participants.

The program administration collected data from specific pre-post assessments, and other assessments deemed significant and appropriate by the instructional staff. This information is reported in another document and is not repeated in this evaluation.

Application

Findings and Evaluator Observations

The learner is able to apply the skill/knowledge to a work task outside of the classroom.

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

88% responded that they were able to use some of the things learned in class on the job.
12% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners applied the skills/knowledge learned in training when performing job tasks.

did very much	5
did somewhat	4
did a little	2
did not at all	0
no information	13

Selections from anecdotal evidence submitted by instructors which indicate learning at the application level of impact.

Of ESL student by kitchen supervisors who noticed.."more eye contact, more confidence, initiation of conversation, more success in communicating."

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A learner in a hospital vocabulary course reported better understanding in weekly meetings with doctors.

A participant in the vocabulary course received a raise due to her mastery of the course content.

A problem solving class discussed a real problem they had solved on the job using new information.

Skills learned in a writing class were used in preparing employee evaluations and reports.

Students reported greater interaction on the job due to better listening skills.

Per a department manager " employees who had completed training showed greater team skills...however, new employees continually coming into picture made application more difficult."

An ESL employee was complimented by a co-worker for his improved English skills.

An employee told his boss he could "read the handout without explanation now."

On writing student now reports writing instructions to next shift.

One ESL learner reported greeting and visiting with hotel guests briefly without being afraid when someone would speak to him.

Supervisors related to instructors that they were pleased with the outcomes.

Discussions with supervisors and HRD people indicated that application of new skills was apparent on all sites. The English as a Second Language learners seem to show the most noticeable application of new skills.

Behavior

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveys at the completion of training.

62% responded that some of the things learned in class had become **routine** practice for them.
38% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

The skills/ knowledge became a natural part of the learners behavior or performance.

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did very much	2
did somewhat	4
did a little	7
did not at all	0
no information	13

Selections from anecdotal evidence submitted by instructors which indicate learning at the behavior level.

Feedback from some earlier learners who report " .. using techniques (communication) on the job and at home"

Supervisors reported to several instructors consistent use of skills on job.

Bosses reported very positive results in consistent use of new English skills..
talked about classes to other work sites.

In discussions with supervisors and HRD people many very enthusiastic comments were made about the course outcomes. It was difficult to pin down actual examples of improved consistent performance to relate. The flexibility of the newly trained worker seemed to be the most noted outcome. Workers can now more easily move from one job area or department to another.

Commendations

Data collected from learners, instructors, and supervisors indicate significant outcomes at all levels of learning. The strong evidence of learning at the application level indicates that the program provided training that had value to the business partners.

Evaluator Suggestions

Continue to incorporate understanding of the learning process at the management, supervisory, and learner levels into the training program goals. Use a model such as the *Levels of Impact* or a model of your choice to :

- describe learning as a process with steps
- identify value and progress at each step
- identify appropriate interventions and next steps
- measure learning in a workplace appropriate context

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EMILY GRIFFITH OPPORTUNITY SCHOOL
WORKPLACE EDUCATION PROGRAM
1994-98

EXTERNAL EVALUATION

March 1998

Submitted by

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Chapter 1
Description of Evaluation Plan and Method

Chapter 2
Comprehensive Evaluation of Program

Chapter 3
Evaluation of Factors Affecting Outcomes

Chapter 4
Evaluation of Degree of Program Impact

Chapter 1

Description of Evaluation Plan and Method

I. Comprehensive Evaluation of Program
   Context-Input-Process-Product Model (Stufflebeam and Guba)
II. Evaluation of Factors Affecting Outcomes
   Workplace Learning Factor Model (SWS-VerStraeten 1993)
III. Evaluation of Degree of Program Impact
   Levels of Impact (SWS-VerStraeten 1994)

I

The **Context-Input-Process-Product Model** was used to insure all critical elements of the program were addressed by the evaluator.

Context

To evaluate the clarity of program goals and the understanding and acceptance of the objectives by all partners

Data collection method interviews with administration and staff
structured interviews with business partners

Input

To evaluate the availability and use of resources

Data collection method structured interviews with business partners
meetings with administration and staff

Process

To evaluate the design and delivery of instruction

Data collection method unstructured interviews with instructional staff
limited class observation
instructor survey
review of samples of curriculum materials
pre and post interviews with supervisors and/or HRD reps

Product

To evaluate program outcomes

Data collection method instructor survey
learner survey
interviews with program administration and staff
structured interviews with supervisors or HRD reps

II

The Workplace Learning Factor Model was implemented to explore the factor areas which may influence the product , and specifically, its impact and usefulness for the business organization. This evaluation approach explores ***why outcomes occur.***

The 3 factor areas:

skill and knowledge
what are the measurable acquisitions of skill/knowledge (see Levels of Impact)

current corporate climate/culture
how does the organization support or suppress the acquisition and use of skill/knowledge

worker / learner attributes
what attitudes about learning, self improvement, need for training, participation and success are brought to the training by the learner

Data collection method interviews with administration and staff
participant questionnaire
instructor questionnaire
structured interviews with supervisors and HRD reps

III

Levels of Impact are used to evaluate, describe and quantify the degrees of learning which occur. This model is based on the premise that learning occurs at four described levels. This evaluation approach explores the ***quantity of impact*** of the product.

The 4 levels of impact:

awareness	the learner is aware of the skill/knowledge area and its relevance
skill/knowledge	the learner is able to demonstrate the knowledge or perform the skill in the class context
application	the learner is able to apply the skill/knowledge to a work task
behavior	the use of the skill/knowledge becomes a natural and consistent part of the learners performance

Data collection method learner survey
instructor survey
collection of specific anecdotal examples as indicators
interviews with supervisors and HRD reps

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Chapter 2

CONTENT

The goal of the program, to broaden the base of involvement and participation in workplace literacy while focusing on competencies specific to employment, appeared to be well understood and mutually agreed upon by all partners at the beginning of the 1994-95 cycle. The partners are Emily Griffith Opportunity School, Provenant Health Partners, Columbia Health One, University of Colorado Health Sciences Center, Colorado Contract Cut and Sew, Imperial Headwear, Inc., and Marriott Hotels. Over the three year duration of the program, some changes in the partner relationships occurred. Due to factors beyond the control of the program administrators, some of the business partners became inactive. To retain the vitality and substance of the program others were included, specifically, Dobbs International and Westin Hotels.

Interviews with administration, staff, and representatives from the business partners indicated that extensive strategizing of the most optimum plan for design and delivery of instruction within the context of each individual business organization had been executed. The communication between partners was well orchestrated by the program administration with excellent delegation of communication and planning duties to on site instructional staff.

Many shifts in personnel and organizational structure which occurred within the business organizations presented a challenge to the program administration and staff in their effort to effectively deliver the services of the program. It was the observation of this evaluator and the opinion of all of the business partners that the administration and staff demonstrated outstanding capacity to execute the necessary changes while remaining focused on the goals of the program. Through observation and interview with program staff and interviews with the business partners it was determined that the instructional staff consistently delivered high quality instruction while balancing the difficulties of worker scheduling conflicts, workplace anxiety regarding mergers and job security, and changes in decision makers at the corporate level. In this area , the program has maintained good stability throughout the sometimes unsettled corporate climates.

In certain instances, changes in corporate priorities and plans made the original strategies for delivery impossible. The program administration did a commendable job of finding creative alternatives when possible. In instances where difficult decisions were necessary regarding the relationship with a business partner or site, those decisions were made in a responsible and timely

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manner. At one point in the cycle, it became clear that one manufacturing partner was unable to make the commitment necessary to allow training to be delivered within that organization. Mergers and shifts within some of the medical organizations made reconsideration of the learner population necessary. As stated above, new partners were included to maintain the vitality of the delivery goals. It was the observation of this evaluator that situations of this type were handled so that the business partners needs were considered and respected without compromising the objectives of the program.

Commendations

At grant midpoint:

The very effective coordination, communication, and delegation practices on the part of the administration and staff kept the program moving forward and on track.

The positive approach and flexibility of program instructors helped to move the program positively through the obstacles created by changes and mergers at the business level.

At grant conclusion:

The above commendations apply.

The unpredictable variables in the corporate environments were as challenging as this evaluator has ever seen. The program administration performed remarkably to be responsive, make valid necessary adjustments, and maintian the integrity of the original commitment to deliver workplace specific training.

Evaluator Suggestions

At grant midpoint:

When possible, seek to identify and select business partners who can predict at least short term stability of circumstances. Emphasize commitment to program objectives for at least a reasonable length of time.

Outcomes and Progress

At the beginning of the grant cycle, the Emily Griffith Opportunity School Workplace Education Office appeared to be in the young stages of becoming a responsive provider of workplace specific basic skills training. The opportunity for experience which the Workplace Education

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Grant has provided has payed off with large dividends. The program administrator, Ms Faulkner, has done a thorough and conscientious job of the managing of the extensive number of business sites as well as the wide scope of classes which have been delivered. In the process she has become experienced, competent, and confident in what it takes to professionally negotiate, design and deliver a quality custom designed workplace basic skills training program. This is a dividend she is now able to share with the educational community. Through the turmoil presented by the numerous and unsettled business partners, the administration and instructional staff were able to gain wisdom and flexibility in their craft. This is a dividend that can be acquired only by having the opportunity to "battle in the trenches." As an external evaluator, I have had the privilege to have close contact with the grant efforts and to observe them closely throughout the entire cycle. I am pleased and very impressed with the consistent quality with which I have seen the administrators and instructional staff utilize this opportunity. The expertise that they have earned is already being disseminated throughout the Denver area via training that is being requested and planned for by area business organizations.

INPUT

Resources available to the program were adequate, although not outstanding.

Through interview with the business partners, it was determined that resources provided by the business organizations were generally restricted to facilities or training rooms, some training room equipment, some materials and copies, access to workplace materials for use as functional context for instruction, supervisor time for planning and feedback, and recruitment of learners. Less than half of the participants received pay or partial pay for time in training. In some cases bonus compensation was paid on completion of training.

Instructors reported that some of the space provided was significantly too small for the class size. Some of the learners were unable to see the instructor and materials clearly; some participants were actually seated facing away from the instructor.

In a class observation, this evaluator did observe one training room to be small for the large class. Writing surfaces were very limited.

The instructional staff demonstrated skill in making instruction work with the resources that were available.

The curriculum resources brought to the program or created by the program were very appropriate.

Commendations

At grant midpoint:
The curriculum resources were appropriate and well implemented.

The instructors used the available resources creatively to make the instruction effective.

At grant conclusion:
The above commendations apply.

The program administrators, specifically Ms. Faulkner, did an excellent job of working on the corporate relationships to establish viable situations for the training to take place. A continued effort was made to find ways to define and demonstrate return on investment.

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Evaluator Suggestions

At grant midpoint:

Request more commitment from the business partners in terms of appropriate facilities and other in kind contributions.

Outcomes and Progress

During the second half of the grant cycle, the business partners appeared to show increase in commitment and consistency. Towards the end of the cycle, there seemed to be an awakening on the part of some of the business partners to insure continuation of training beyond the grant. It appears that for some of the partners it took this time to see the value and return on investment that the training afforded.

PROCESS

Based on a questionnaire submitted by 100 percent of the instructional staff, it was determined that all instruction designed to teach basic skills in reading, writing, mathematics, spelling, communication, problem solving, conflict resolution, team communication and English as a second language was specifically designed to be particularly useful for either manufacturing, medical or hotel employment. Instructors demonstrated examples of effective use of specific contextual materials and activities designed in each case for a specific learner group. The design of the instruction often involved supervisor input. Specific class activities often involved design input from the learner group.

Initial interviews with business partners revealed a desire for interactive, student involved design and instruction. The instructional staff demonstrated good interpersonal skills in the workplace and classroom in accomplishing this. In some cases actual work tasks, specifically team related work, was begun in a classroom and continued into the workplace after instruction. (Specific evidence is cited in Chapter 4 - Levels of Impact, both in numerical survey results and anecdotal evidence.) In several cases instruction lent itself to co-workers supporting each other in the learning and in the use of skills and knowledge on the job.

There were a considerable variety of course topics. Instructors utilized a list of curricula either developed in an earlier cycle of this program or in other workplace training efforts in which the instructional staff had participated. This provided a springboard for instruction. Instructors were well prepared to deliver the straight academic content and thus required minimal time to redevelop the instruction into a workplace specific design.

Commendations

At grant midpoint:

The selection and creation of curricula was appropriate and effective.

The instructional staff was exceptional in their training skills and their ability to adapt to the workplace.

The instruction was designed in appropriate and useful workplace context. Work specific materials and situations were appropriately incorporated into instruction.

Instructors demonstrated consistency and professionalism in the business setting.

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At grant conclusion:

The above commendations apply

Evaluator Suggestions

At grant midpoint:

Ideally, a learning continuum for each learner should be considered as part of the process. This might involve some training of the business organization in the area of the learning process and transfer of training concepts. It might involve assisting the learners in gaining cognizance of the process of learning and in the process of self directed planning for learning. Optimally, it would include more tracking of the learners progress after completion of each training. A component of follow up consultation might be incorporated into a program.

Outcomes and Progress

For each site and for all classes, there did appear to be attention given to planning the most effective process for the given situation. A universal process was not necessarily appropriate and surely was not possible for all of the training delivered through the grant. The benefit of this grant project and its processes is not a published curriculum which can be disseminated, but rather the expertise and knowledge gained on the part of all of the business partners and the educational partner.

PRODUCT

Chapters 3 and 4 are specifically included to provide evaluation of the product.

Chapter 3

FACTORS AFFECTING OUTCOMES

Skill and Knowledge

The evaluation of skill and knowledge is addressed in depth in Chapter 4 - Levels of Impact.

Current Corporate Climate/Culture

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

At grant midpoint:

77% responded that the corporate culture allowed them the time and the chance to practice newly learned skills or knowledge on their job.
23% responded negatively to the above statement.

At grant conclusion:

86% responded that the corporate culture allowed them the time and the chance to practice newly learned skills or knowledge on their job.
13% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

The instructors were asked if they perceived the reality of this workplace as supportive to the use of new skill/knowledge. Would the learners have time and opportunity to try out and practice new skill/knowledge when back on the job?

At grant midpoint:

61% responded positively to the above
39% responded negatively to the above

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At grant conclusion:

82% responded positively to the above
18% responded negatively to the above

A selection of the responses from instructors

At grant midpoint:
The extreme rate of change creates challenges for workers to be able to practice new skills. The form you mastered writing skills around has been replaced by a new form. There is so much to do just to keep up with day to day chaos.

Work always outprioritized class.

Supervisors are very supportive .... but on the job, supervisors still do all the math.

Managers of learners in team talk attended the classes which increased support of skills on job.

Workers overwhelmed by issues around mergers, insecurity ... no time to practice.

Communication students stated that approaching superiors in positive confrontation modes still would never be allowed.

Some supervisors planned to continue communication and team skills learning activities in the workplace.

Grammar and punctuation students had direct opportunity to use skills in editing co-workers work.

Depended upon the boss... some bosses have specific ideas which conflict.

At all levels support is good....workers still have fear of conflict situations...workers/learners will support each other.

The supervisors support the "idea" of the skills being needed but lack understanding of transfer of training.

On paper the support is good, but in reality not as good.

Supervisors are supportive and involved.. juggled schedules and really supported training.

At grant conclusion:
The need for workers to use technical documents drove corporate support.

Materials and opportunity to observe work were available to instructor; volunteer tutors were available

Management support yes... time to practice skills, maybe not.

Those managers who were aware of what was going on in the classes were supportive.. others not

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Changes in corporate structure still an obstacle and distraction

Good support from management then management changed and support gone

The director actually participated in two sessions provided a lot of contextual situations

More talk than practical support

Organization payed fee for GED test

More support for higher level classes than for lower

Commendations

At grant midpoint:

Several individual instructors were effective in using the stress that the learners seemed to be experiencing as a motivational tool. The instructors allowed learners to express concerns and then develop coping and management strategies that incorporated their learning.

At grant conclusion:

The instructors generally and consistently demonstrated strong ability to work with the changing variables in the settings they were in. Continued growth of adaptability and confidence as workplace instructors allowed effective programs to develop. The business organizations also increased in their commitment to the programs. Grant support was redirected to the organizations where commitment to the programs was sufficient to allow productive efforts. The responses of both learners and instructors indicate perceptions of some improvement in the corporate culture in regards to the basic skills improvement.

Evaluator Suggestions

At grant midpoint:

Front load the training program with orientation of the business partner at both management and supervisory levels as to how learning takes place and the role of the business organization in transfer of training. This is one effective way for the educational partner to improve the corporate climate for the duration of training and the corporate culture for the long term. Try to include some follow up consultation or other post-training invovlement in your contract with the business organization.

Outcomes and Progress:

A great deal of experience, knowledge, understanding, and confidence are now the possession of the program administration, specifically Ms.

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Faulkner, and the members of the instructional staff in negotiating, designing and delivering workplace specific instruction in the corporate setting. The benefits of this are already becoming evident in the Denver area in the planned programs that will continue beyond the grant period and in projects planned with additional business organizations for the coming year. The benefits will be disseminated with exponential effects as each member of the administration and staff continue their work in the field of workplace learning.

The business organizations also have increased in awareness and understanding of the realities and requirements of successful workplace basic skills programs. Some of the organizations have responded by showing that they can make the necessary commitments.

Learner Attributes

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveys at the completion of training.

At grant midpoint:

96% responded positively to the benefit the training would have for them in their work/life.

4% responded negatively to above statement.

At grant conclusion:

94% responded positively to the benefit the training would have for them in their work/life.

6% responded negatively to above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each learner group to which they delivered training.

The instructors were asked to describe their observations about the learner attributes. Attitude toward training, feelings about participating, confidence in potential to learn and improve, priority of learning were discussed.

At grant midpoint:

83% reported positive learner attributes

17% cited negative attributes

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At grant conclusion:

86% reported positive learner attributes
14% cited negative attributes

Selections from the instructors observations

At grant midpoint:
The ESL students came with great attitudes. only half were getting paid. others still showed up at 7 00 AM.

Math. 6 or 7 came regularly. supported eachother. had fun.

One Team Talk group... good...they were confident because their manager had done preparation with open discussion about concerns.

Another Team Talk group ...had low morale...but made the best of the situation.

Team Talk ... learners supported each other ...a big plus..

Communication ...Generally positive attitudes but many didn't want to be there... training took time away from pressing work duties...not a priority..fear of retribution...lack of confidence.. poor job security.

Writing... great attitude...eager to use new skills

At grant conclusion:
The learners are very motivated...need to write technical documantation... lack confidence in using new skills at first.....some growth in confidence.

Attendance good....motivated to come early in AM and on own time or days off....only 1/2 payed, but wanted to participate still.

Very open about the need for increased skills..

Attendance attitudes varied...those who attend regularly did well...those who don't ..don't.

Life situations, survival in job, amount of work were distracting to learners.

Great attitudes...about 50% repeaters.

Commendations

At grant midpoint:

The instructional staff used excellent interpersonal skills in making the taining experience positive for participants.

At grant conclusion:

The instructional staff continued to use the above mentioned skills. They generally did not have the benefit of working with one continuous learner population for the entire grant period. They adapted well to an

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everchanging learner population and became adept at adjusting to learner attitudes.

Evaluator Suggestions

At grant midpoint:

Always help the learners see learning as a process over which they can have control. This might involve orienting them to the levels or stages at which learning occurs. This is often especially appropriate for workplace learners because they are accustomed to dealing with processes and procedures.

Outcomes and Progress

The attributes that learners bring to training in the workplace can never be permanently adjusted. The challenge is that the same variations will always exist. The members of the instructional staff had an opportunity to experience this and develop their individual skills in responding to various motivation and confidence levels. A more sophisticated, responsive, and skilled group of instructors is the greatest outcome.

It is unclear why there is a slightly less positive learner response to the benefit that the training would provide in their worklife. It is supposed that it simply reflects a different group of participants.

Chapter 4

LEVELS OF IMPACT

Awareness

The learner is aware of the skill/knowledge and its relevance

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

95% responded that they could now describe the skills and knowledge presented in the training in which they were enrolled and that they could see how they would or would not be useful to them.
5% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners increased awareness of the content area of this training and in the relevance of the content area to their life/work.

did very much	31
did somewhat	21
did a little	0
did not at all	0

Selections from the anecdotal evidence submitted by instructors which indicate learning at the awareness level of impact.

Learners exhibited surprise..delight...were elated to know..to get it.

Their initial awareness of the skills and their benefit were directly tied to a specific reward (ie. raise)

The effort made to have good attendance indicated awareness of the need for the skills.

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In a spelling class students discussed the impact of spelling deficiencies and how they affected perception by coworkers, promotions, test performance, and letter writing.

In an ESL class learners expressed the need for English being especially critical in their hotel industry employment because it was such a "social" industry

Learner in a communication/conflict resolution course, "I need to be more thorough in my follow up negotiating is my job this should help me find out what the vendor's or customer's needs are better ... help me confront family or employer before a situation gets out of hand..."

In a math course, learners expressed excitement over understanding how percentage knowledge could be applied to sales and shopping.

In a communication course, learners reported that they now "talk more open with family members.... explain things to co-workers instead of getting angry...tackle conflicts in a more proactive than reactive manner...think more about collaborating."

Learners stated they were now more aware of themselves and how they support co-workers.

Learners reported being cognizant of the need to remember to listen and sometimes to speak up.

Learners were relieved to see how math would be able to help them fill our "hours and bills" with confidence and accuracy.

Some learners requested additional materials or books from the instructors through which they could pursue self directed learning in the content area of the training.

A learner became visibly excited when he understood the "steps to long division."

A non-reader/ non-writer in an ESL class exclaimed with excitement when the instructor printed the same sentence on the board that the class was discussing. " Is that writing same we are saying?...You write same talk?"... encouraged to learn that groups of words strung together in a phrase could be decoded...his reading and writing " took off from there."

In discussions with supervisors and HRD personnel after this program cycle was completed, the pervasive belief was that results of the training delivered at each business organization included a significant level of impact at the awareness level. Indicators mentioned were worker enthusiasm for enrollment, word of mouth feedback, and observation of learners after completion of training.

Demonstration of Skill/Knowledge

Findings and Evaluator Observations

The learner is able to demonstrate the knowledge or perform the skill in the class context.

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Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

95% responded that they were able to understand and do most of the activities in class successfully.

5% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100 response. Instructors submitted data for each course they delivered with. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners were able to demonstrate/perform the skills/knowledge presented in the training while in class.

did very much	16
did somewhat	8
did a little	3
did not at all	0

Selections from anecdotal evidence submitted by instructors which indicate learning at the skill/knowledge level of impact.

Participants were able to score between 75% and 100% on final assessment.

Good performance on class activities.

Some learners expressed difficulty trying certain styles of communication and conflict resolution.

Post assessments showed increased skill/knowledge level.

Observation of various class activities indicated learners performing skills.

Learners used editing skills in a writing class to edit work documents.

In a grammar and writing segment, learners would fall back to "old language patterns," but could self correct with a little reminder.

In a communication class, learners demonstrated skill in a problem solving activity and in preparing an assertion message.

Learners participated effectively in class discussions and performed well in role plays in communication skills training.

Each learner was a contributor in the brainstorming activity during a problem solving/ team skills training.

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Responses in group activities on confronting were well thought out and complete. learners were able to use the model provided in class.

GED students used a strategy learned in class to remember their social security numbers.

Several instructors noted specifically that those learners who were able to attend class regularly showed significantly higher results. Several instructors cited limited duration of instruction as being an inhibitor of learning. Although these are familiar cause and effect situations, they may be important to note for future planning.

In discussions with supervisors and HRD personnel after this program cycle was completed, little information was gathered as to levels of classroom performance. Those who could respond in this area reported satisfaction with the classroom performance of participants.

The program administration collected data from specific pre-post assessments, and other assessments deemed significant and appropriate by the instructional staff. Assessments seemed to be varied depending on the design and content of instruction. This information is reported in another document and is not repeated in this evaluation.

Application

Findings and Evaluator Observations

The learner is able to apply the skill/knowledge to a work task outside of the classroom.

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

94% responded that they were able to use some of the things learned in class on the job.
6 % responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners applied the skills/knowledge learned in training when performing job tasks.

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did very much	12
did somewhat	2
did a little	2
did not at all	0
no information	13

Selections from anecdotal evidence submitted by instructors which indicate learning at the application level of impact.

A student was promoted... could now take telephone orders.

Job tasks covered in class .....increased transfer of skills to actual work.

The class met two times per week which was more condusive to practice between class and job.

The course was too short for anyone to know about application.

Participant complimented by her boss...another offered a job because of better speaking skills.

Of ESL student by kitchen supervisors who noticed.."more eye contact, more confidence, initiation of conversation, more success in communicating."

A learner in a hospital vocabulary course reported better understanding in weekly meetings with doctors.

A participant in the vocabulary course received a raise due to her mastery of the course content.

A problem solving class discussed a real problem they had solved on the job using new information.

Skills learned in a writing class were used in preparing employee evaluations and reports.

Students reported greater interaction on the job due to better listening skills.

Per a department manager " employees who had completed training showed greater team skills...however, new employees continually coming into picture made application more difficult."

An ESL employee was complimented by a co-worker for his improved English skills.

An employee told his boss he could "read the handout without explanation now."

On writing student now reports writing instructions to next shift.

One ESL learner reported greeting and visiting with hotel guests briefly without being afraid when someone would speak to him.

Supervisors related to instructors that they were pleased with the outcomes.

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Discussions with supervisors and HRD people indicated that application of new skills was apparent on all sites. The English as a Second Language learners seem to show the most noticeable application of new skills.

Behavior

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveys at the completion of training.

78% responded that some of the things learned in class had become routine practice for them.
22% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

The skills/ knowledge became a natural part of the learners behavior or performance.

did very much	4
did somewhat	8
did a little	3
did not at all	0
no information	12

Selections from anecdotal evidence submitted by instructors which indicate learning at the behavior level.

Very good feedback from bosses.

Learners related experiences in class about new proficiencies.

Observed self-esteem....more outgoing...

Feedback from some earlier learners who report " .. using techniques (communication) on the job and at home"

Supervisors reported to several instructors consistent use of skills on job.

Bosses reported very positive results in consistent use of new English skills..
talked about classes to other work sites.

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In discussions with supervisors and HRD people many very enthusiastic comments were made about the course outcomes. The English as a Second Language students' new skills seem to be the most obvious to most co-workers and supervisors. The flexibility of the newly trained worker seemed to be the most noted outcome. Workers can now more easily move from one job area or department to another.

Commendations

At grant midpoint:

Data collected from learners, instructors, and supervisors indicate significant outcomes at all levels of learning. The strong evidence of learning at the application level indicates that the program provided training that had value to the business partners.

At grant conclusion:

The above commendations apply at the conclusion. More apparent is evidence of application and behavior level impact.

Evaluator Suggestions

At grant midpoint:

Continue to incorporate understanding of the learning process at the management, supervisory, and learner levels into the training program goals. Use a model such as the *Levels of Impact* or a model of your choice to :

- describe learning as a process with steps
- identify value and progress at each step
- identify appropriate interventions and next steps
- measure learning in a workplace appropriate context

Outcomes and Progress

In the original evaluation design, this evaluator assumed that more learners would be continuous participants for the three year grant period. Because the actual population of learners turned out to be more fluid, it was not possible to track increases in individuals levels of impact as was originally designed. The behavior level of impact is most difficult to track given the existing time parameters. This evaluator is encouraged that the indicators are positive.

It is apparent that significant and appropriate levels of learning did occur at each level. This is supported by the instructor and learner reports and by conversations with supervisors and HRD people in the business organizations. These are summarized above. Actual assessment results

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and additional evaluative information is provided in the administrative report.

EMILY GRIFFITH OPPORTUNITY SCHOOL
WORKPLACE EDUCATION PROGRAM
1994-98

EXTERNAL EVALUATION

March 1998

Submitted by

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Description of Evaluation Plan and Method

Chapter 2
Comprehensive Evaluation of Program

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Evaluation of Factors Affecting Outcomes

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Evaluation of Degree of Program Impact

Chapter 1

Description of Evaluation Plan and Method

I. Comprehensive Evaluation of Program
   Context-Input-Process-Product Model (Stufflebeam and Guba)
II. Evaluation of Factors Affecting Outcomes
   Workplace Learning Factor Model (SWS-VerStraeten 1993)
III. Evaluation of Degree of Program Impact
   Levels of Impact (SWS-VerStraeten 1994)

I

The **Context-Input-Process-Product Model** was used to insure all critical elements of the program were addressed by the evaluator.

Context

To evaluate the clarity of program goals and the understanding and acceptance of the objectives by all partners

Data collection method interviews with administration and staff
structured interviews with business partners

Input

To evaluate the availability and use of resources

Data collection method structured interviews with business partners
meetings with administration and staff

Process

To evaluate the design and delivery of instruction

Data collection method unstructured interviews with instructional staff
limited class observation
instructor survey
review of samples of curriculum materials
pre and post interviews with supervisors and/or HRD reps

Product

To evaluate program outcomes

Data collection method instructor survey
learner survey
interviews with program administration and staff
structured interviews with supervisors or HRD reps

II

The Workplace Learning Factor Model was implemented to explore the factor areas which may influence the product , and specifically, its impact and usefulness for the business organization. This evaluation approach explores ***why outcomes occur.***

The 3 factor areas:

skill and knowledge
what are the measurable acquisitions of skill/knowledge (see Levels of Impact)

current corporate climate/culture
how does the organization support or suppress the acquisition and use of skill/knowledge

worker / learner attributes
what attitudes about learning, self improvement, need for training, participation and success are brought to the training by the learner

Data collection method
interviews with administration and staff
participant questionnaire
instructor questionnaire
structured interviews with supervisors and HRD reps

III

Levels of Impact are used to evaluate, describe and quantify the degrees of learning which occur. This model is based on the premise that learning occurs at four described levels. This evaluation approach explores the ***quantity of impact*** of the product.

The 4 levels of impact:

awareness	the learner is aware of the skill/knowledge area and its relevance
skill/knowledge	the learner is able to demonstrate the knowledge or perform the skill in the class context
application	the learner is able to apply the skill/knowledge to a work task
behavior	the use of the skill/knowledge becomes a natural and consistent part of the learners performance

Data collection method
learner survey
instructor survey
collection of specific anecdotal examples as indicators
interviews with supervisors and HRD reps

Chapter 2

CONTENT

The goal of the program, to broaden the base of involvement and participation in workplace literacy while focusing on competencies specific to employment, appeared to be well understood and mutually agreed upon by all partners at the beginning of the 1994-95 cycle. The partners are Emily Griffith Opportunity School, Provenant Health Partners, Columbia Health One, University of Colorado Health Sciences Center, Colorado Contract Cut and Sew, Imperial Headwear, Inc., and Marriott Hotels. Over the three year duration of the program, some changes in the partner relationships occurred. Due to factors beyond the control of the program administrators, some of the business partners became inactive. To retain the vitality and substance of the program others were included, specifically, Dobbs International and Westin Hotels.

Interviews with administration, staff, and representatives from the business partners indicated that extensive strategizing of the most optimum plan for design and delivery of instruction within the context of each individual business organization had been executed. The communication between partners was well orchestrated by the program administration with excellent delegation of communication and planning duties to on site instructional staff.

Many shifts in personnel and organizational structure which occurred within the business organizations presented a challenge to the program administration and staff in their effort to effectively deliver the services of the program. It was the observation of this evaluator and the opinion of all of the business partners that the administration and staff demonstrated outstanding capacity to execute the necessary changes while remaining focused on the goals of the program. Through observation and interview with program staff and interviews with the business partners it was determined that the instructional staff consistently delivered high quality instruction while balancing the difficulties of worker scheduling conflicts, workplace anxiety regarding mergers and job security, and changes in decision makers at the corporate level. In this area , the program has maintained good stability throughout the sometimes unsettled corporate climates.

In certain instances, changes in corporate priorities and plans made the original strategies for delivery impossible. The program administration did a commendable job of finding creative alternatives when possible. In instances where difficult decisions were necessary regarding the relationship with a business partner or site, those decisions were made in a responsible and timely

manner. At one point in the cycle, it became clear that one manufacturing partner was unable to make the commitment necessary to allow training to be delivered within that organization. Mergers and shifts within some of the medical organizations made reconsideration of the learner population necessary. As stated above, new partners were included to maintain the vitality of the delivery goals. It was the observation of this evaluator that situations of this type were handled so that the business partners needs were considered and respected without compromising the objectives of the program.

Commendations

At grant midpoint:

The very effective coordination, communication, and delegation practices on the part of the administration and staff kept the program moving forward and on track.

The positive approach and flexibility of program instructors helped to move the program positively through the obstacles created by changes and mergers at the business level.

At grant conclusion:

The above commendations apply.

The unpredictable variables in the corporate environments were as challenging as this evaluator has ever seen. The program administration performed remarkably to be responsive, make valid necessary adjustments, and maintian the integrity of the original commitment to deliver workplace specific training.

Evaluator Suggestions

At grant midpoint:

When possible, seek to identify and select business partners who can predict at least short term stability of circumstances. Emphasize commitment to program objectives for at least a reasonable length of time.

Outcomes and Progress

At the beginning of the grant cycle, the Emily Griffith Opportunity School Workplace Education Office appeared to be in the young stages of becoming a responsive provider of workplace specific basic skills training. The opportunity for experience which the Workplace Education

Grant has provided has payed off with large dividends. The program administrator, Ms. Faulkner, has done a thorough and conscientious job of the managing of the extensive number of business sites as well as the wide scope of classes which have been delivered. In the process she has become experienced, competent, and confident in what it takes to professionally negotiate, design and deliver a quality custom designed workplace basic skills training program. This is a dividend she is now able to share with the educational community. Through the turmoil presented by the numerous and unsettled business partners, the administration and instructional staff were able to gain wisdom and flexibility in their craft. This is a dividend that can be acquired only by having the opportunity to "battle in the trenches." As an external evaluator, I have had the privilege to have close contact with the grant efforts and to observe them closely throughout the entire cycle. I am pleased and very impressed with the consistent quality with which I have seen the administrators and instructional staff utilize this opportunity. The expertise that they have earned is already being disseminated throughout the Denver area via training that is being requested and planned for by area business organizations.

INPUT

Resources available to the program were adequate, although not outstanding.

Through interview with the business partners, it was determined that resources provided by the business organizations were generally restricted to facilities or training rooms, some training room equipment, some materials and copies, access to workplace materials for use as functional context for instruction, supervisor time for planning and feedback, and recruitment of learners. Less than half of the participants received pay or partial pay for time in training. In some cases bonus compensation was paid on completion of training.

Instructors reported that some of the space provided was significantly too small for the class size. Some of the learners were unable to see the instructor and materials clearly; some participants were actually seated facing away from the instructor.

In a class observation, this evaluator did observe one training room to be small for the large class. Writing surfaces were very limited.

The instructional staff demonstrated skill in making instruction work with the resources that were available.

The curriculum resources brought to the program or created by the program were very appropriate.

Commendations

At grant midpoint:

The curriculum resources were appropriate and well implemented.

The instructors used the available resources creatively to make the instruction effective.

At grant conclusion:

The above commendations apply.

The program administrators, specifically Ms. Faulkner, did an excellent job of working on the corporate relationships to establish viable situations for the training to take place. A continued effort was made to find ways to define and demonstrate return on investment.

Evaluator Suggestions

At grant midpoint:

Request more commitment from the business partners in terms of appropriate facilities and other in kind contributions.

Outcomes and Progress

During the second half of the grant cycle, the business partners appeared to show increase in commitment and consistency. Towards the end of the cycle, there seemed to be an awakening on the part of some of the business partners to insure continuation of training beyond the grant. It appears that for some of the partners it took this time to see the value and return on investment that the training afforded.

PROCESS

Based on a questionnaire submitted by 100 percent of the instructional staff, it was determined that all instruction designed to teach basic skills in reading, writing, mathematics, spelling, communication, problem solving, conflict resolution, team communication and English as a second language was specifically designed to be particularly useful for either manufacturing, medical or hotel employment. Instructors demonstrated examples of effective use of specific contextual materials and activities designed in each case for a specific learner group. The design of the instruction often involved supervisor input. Specific class activities often involved design input from the learner group.

Initial interviews with business partners revealed a desire for interactive, student involved design and instruction. The instructional staff demonstrated good interpersonal skills in the workplace and classroom in accomplishing this. In some cases actual work tasks, specifically team related work, was begun in a classroom and continued into the workplace after instruction. (Specific evidence is cited in Chapter 4 - Levels of Impact, both in numerical survey results and anecdotal evidence.) In several cases instruction lent itself to co-workers supporting each other in the learning and in the use of skills and knowledge on the job.

There were a considerable variety of course topics. Instructors utilized a list of curricula either developed in an earlier cycle of this program or in other workplace training efforts in which the instructional staff had participated. This provided a springboard for instruction. Instructors were well prepared to deliver the straight academic content and thus required minimal time to redevelop the instruction into a workplace specific design.

Commendations

At grant midpoint:

The selection and creation of curricula was appropriate and effective.

The instructional staff was exceptional in their training skills and their ability to adapt to the workplace.

The instruction was designed in appropriate and useful workplace context. Work specific materials and situations were appropriately incorporated into instruction.

Instructors demonstrated consistency and professionalism in the business setting.

At grant conclusion:

The above commendations apply.

Evaluator Suggestions

At grant midpoint:

Ideally, a learning continuum for each learner should be considered as part of the process. This might involve some training of the business organization in the area of the learning process and transfer of training concepts. It might involve assisting the learners in gaining cognizance of the process of learning and in the process of self directed planning for learning. Optimally, it would include more tracking of the learners progress after completion of each training. A component of follow up consultation might be incorporated into a program.

Outcomes and Progress

For each site and for all classes, there did appear to be attention given to planning the most effective process for the given situation. A universal process was not necessarily appropriate and surely was not possible for all of the training delivered through the grant. The benefit of this grant project and its processes is not a published curriculum which can be disseminated, but rather the expertise and knowledge gained on the part of all of the business partners and the educational partner.

PRODUCT

Chapters 3 and 4 are specifically included to provide evaluation of the product.

Chapter 3

FACTORS AFFECTING OUTCOMES

Skill and Knowledge

The evaluation of skill and knowledge is addressed in depth in Chapter 4 - Levels of Impact.

Current Corporate Climate/Culture

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

At grant midpoint:

77% responded that the corporate culture allowed them the time and the chance to practice newly learned skills or knowledge on their job.
23% responded negatively to the above statement.

At grant conclusion:

86% responded that the corporate culture allowed them the time and the chance to practice newly learned skills or knowledge on their job.
13% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

The instructors were asked if they perceived the reality of this workplace as supportive to the use of new skill/knowledge. Would the learners have time and opportunity to try out and practice new skill/knowledge when back on the job?

At grant midpoint:

61% responded positively to the above
39% responded negatively to the above

At grant conclusion:

82% responded positively to the above
18% responded negatively to the above

A selection of the responses from instructors

At grant midpoint:
The extreme rate of change creates challenges for workers to be able to practice new skills. The form you mastered writing skills around has been replaced by a new form. There is so much to do just to keep up with day to day chaos.

Work always outprioritized class.

Supervisors are very supportive .... but on the job, supervisors still do all the math.

Managers of learners in team talk attended the classes which increased support of skills on job.

Workers overwhelmed by issues around mergers..insecurity .. no time to practice.

Communication students stated that approaching superiors in positive confrontation modes still would never be allowed.

Some supervisors planned to continue communication and team skills learning activities in the workplace.

Grammar and punctuation students had direct opportunity to use skills in editing co-workers work.

Depended upon the boss... some bosses have specific ideas which conflict.

At all levels support is good....workers still have fear of conflict situations...workers/learners will support each other.

The supervisors support the "idea" of the skills being needed but lack understanding of transfer of training.

On paper the support is good, but in reality not as good.

Supervisors are supportive and involved.. juggled schedules and really supported training.

At grant conclusion:
The need for workers to use technical documents drove corporate support.

Materials and opportunity to observe work were available to instructor; volunteer tutors were available

Management support yes... time to practice skills, maybe not.

Those managers who were aware of what was going on in the classes were supportive...others not

Changes in corporate structure still an obstacle and distraction

Good support from management....then management changed and support gone.

The director actually participated in two sessions... provided a lot of contextual situations

More talk than practical support.

Organization payed fee for GED test.

More support for higher level classes than for lower.

Commendations

At grant midpoint:

Several individual instructors were effective in using the stress that the learners seemed to be experiencing as a motivational tool. The instructors allowed learners to express concerns and then develop coping and management strategies that incorporated their learning.

At grant conclusion:

The instructors generally and consistently demonstrated strong ability to work with the changing variables in the settings they were in. Continued growth of adaptability and confidence as workplace instructors allowed effective programs to develop. The business organizations also increased in their commitment to the programs. Grant support was redirected to the organizations where commitment to the programs was sufficient to allow productive efforts. The responses of both learners and instructors indicate perceptions of some improvement in the corporate culture in regards to the basic skills improvement.

Evaluator Suggestions

At grant midpoint:

Front load the training program with orientation of the business partner at both management and supervisory levels as to how learning takes place and the role of the business organization in transfer of training. This is one effective way for the educational partner to improve the corporate climate for the duration of training and the corporate culture for the long term. Try to include some follow up consultation or other post-training invovlement in your contract with the business organization.

Outcomes and Progress:

A great deal of experience, knowledge, understanding, and confidence are now the possession of the program administration, specifically Ms.

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Faulkner, and the members of the instructional staff in negotiating, designing and delivering workplace specific instruction in the corporate setting. The benefits of this are already becoming evident in the Denver area in the planned programs that will continue beyond the grant period and in projects planned with additional business organizations for the coming year. The benefits will be disseminated with exponential effects as each member of the administration and staff continue their work in the field of workplace learning.

The business organizations also have increased in awareness and understanding of the realities and requirements of successful workplace basic skills programs. Some of the organizations have responded by showing that they can make the necessary commitments.

Learner Attributes

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveys at the completion of training.

At grant midpoint:

96% responded positively to the benefit the training would have for them in their work/life.

4% responded negatively to above statement.

At grant conclusion:

94% responded positively to the benefit the training would have for them in their work/life.

6% responded negatively to above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each learner group to which they delivered training.

The instructors were asked to describe their observations about the learner attributes. Attitude toward training, feelings about participating, confidence in potential to learn and improve, priority of learning were discussed.

At grant midpoint:

83% reported positive learner attributes

17% cited negative attributes

At grant conclusion:

86% reported positive learner attributes
14% cited negative attributes

Selections from the instructors observations

At grant midpoint:
The ESL students came with great attitudes...only half were getting paid ..others still showed up at 7:00 AM.

Math ...6 or 7 came regularly.. supported eachother...had fun.

One Team Talk group....good...they were confident because their manager had done preparation with open discussion about concerns.

Another Team Talk group ...had low morale...but made the best of the situation.

Team Talk ... learners supported each other ...a big plus..

Communication ...Generally positive attitudes but many didn't want to be there... training took time away from pressing work duties...not a priority..fear of retribution...lack of confidence...poor job security.

Writing... great attitude...eager to use new skills

At grant conclusion:
The learners are very motivated...need to write technical documantation... lack confidence in using new skills at first.....some growth in confidence.

Attendance good....motivated to come early in AM and on own time or days off....only 1/2 payed, but wanted to participate still.

Very open about the need for increased skills..

Attendance attitudes varied...those who attend regularly did well...those who don't ..don't.

Life situations, survival in job, amount of work were distracting to learners.

Great attitudes...about 50% repeaters.

Commendations

At grant midpoint:

The instructional staff used excellent interpersonal skills in making the taining experience positive for participants.

At grant conclusion:

The instructional staff continued to use the above mentioned skills. They generally did not have the benefit of working with one continuous learner population for the entire grant period. They adapted well to an

everchanging learner population and became adept at adjusting to learner attitudes.

Evaluator Suggestions

At grant midpoint:

Always help the learners see learning as a process over which they can have control. This might involve orienting them to the levels or stages at which learning occurs. This is often especially appropriate for workplace learners because they are accustomed to dealing with processes and procedures.

Outcomes and Progress

The attributes that learners bring to training in the workplace can never be permanently adjusted. The challenge is that the same variations will always exist. The members of the instructional staff had an opportunity to experience this and develop their individual skills in responding to various motivation and confidence levels. A more sophisticated, responsive, and skilled group of instructors is the greatest outcome.

It is unclear why there is a slightly less positive learner response to the benefit that the training would provide in their worklife. It is supposed that it simply reflects a different group of participants.

Chapter 4

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The learner is aware of the skill/knowledge and its relevance

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The effort made to have good attendance indicated awareness of the need for the skills.

In a spelling class students discussed the impact of spelling deficiencies and how they affected perception by coworkers, promotions, test performance, and letter writing.

In an ESL class learners expressed the need for English being especially critical in their hotel industry employment because it was such a "social" industry.

Learner in a communication/conflict resolution course, "I need to be more thorough in my follow up..negotiating is my job.. this should help me find out what the vendor's or customer's needs are better... help me confront family or employer before a situation gets out of hand..."

In a math course, learners expressed excitement over understanding how percentage knowledge could be applied to sales and shopping.

In a communication course, learners reported that they now "talk more open with family members.... explain things to co-workers instead of getting angry...tackle conflicts in a more proactive than reactive manner...think more about collaborating."

Learners stated they were now more aware of themselves and how they support co-workers.

Learners reported being cognizant of the need to remember to listen and sometimes to speak up.

Learners were relieved to see how math would be able to help them fill our "hours and bills" with confidence and accuracy.

Some learners requested additional materials or books from the instructors through which they could pursue self directed learning in the content area of the training.

A learner became visibly excited when he understood the "steps to long division."

A non-reader/ non-writer in an ESL class exclaimed with excitement when the instructor printed the same sentence on the board that the class was discussing. " Is that writing same we are saying?...You write same talk?"... encouraged to learn that groups of words strung together in a phrase could be decoded...his reading and writing " took off from there."

In discussions with supervisors and HRD personnel after this program cycle was completed, the pervasive belief was that results of the training delivered at each business organization included a significant level of impact at the awareness level. Indicators mentioned were worker enthusiasm for enrollment, word of mouth feedback, and observation of learners after completion of training.

Demonstration of Skill/Knowledge

Findings and Evaluator Observations

The learner is able to demonstrate the knowledge or perform the skill in the class context.

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

95% responded that they were able to understand and do most of the activities in class successfully.

5% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100 response. Instructors submitted data for each course they delivered with. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

Learners were able to demonstrate/perform the skills/knowledge presented in the training while in class.

did very much	16
did somewhat	8
did a little	3
did not at all	0

Selections from anecdotal evidence submitted by instructors which indicate learning at the skill/knowledge level of impact.

Participants were able to score between 75% and 100% on final assessment.

Good performance on class activities.

Some learners expressed difficulty trying certain styles of communication and conflict resolution.

Post assessments showed increased skill/knowledge level.

Observation of various class activities indicated learners performing skills.

Learners used editing skills in a writing class to edit work documents.

In a grammar and writing segment, learners would fall back to "old language patterns," but could self correct with a little reminder.

In a communication class, learners demonstrated skill in a problem solving activity and in preparing an assertion message.

Learners participated effectively in class discussions and performed well in role plays in communication skills training.

Each learner was a contributor in the brainstorming activity during a problem solving/ team skills training.

Responses in group activities on confronting were well thought out and complete..learners were able to use the model provided in class.

GED students used a strategy learned in class to remember their social security numbers.

Several instructors noted specifically that those learners who were able to attend class regularly showed significantly higher results. Several instructors cited limited duration of instruction as being an inhibitor of learning. Although these are familiar cause and effect situations, they may be important to note for future planning.

In discussions with supervisors and HRD personnel after this program cycle was completed, little information was gathered as to levels of classroom performance. Those who could respond in this area reported satisfaction with the classroom performance of participants.

The program administration collected data from specific pre-post assessments, and other assessments deemed significant and appropriate by the instructional staff. Assessments seemed to be varied depending on the design and content of instruction. This information is reported in another document and is not repeated in this evaluation.

Application

Findings and Evaluator Observations

The learner is able to apply the skill/knowledge to a work task outside of the classroom.

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveyed at the completion of training.

> 94% responded that they were able to use some of the things learned in class on the job.
> 6 % responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

> Learners applied the skills/knowledge learned in training when performing job tasks.

did very much	12
did somewhat	2
did a little	2
did not at all	0
no information	13

Selections from anecdotal evidence submitted by instructors which indicate learning at the application level of impact.

A student was promoted... could now take telephone orders.

Job tasks covered in class .....increased transfer of skills to actual work.

The class met two times per week which was more condusive to practice between class and job.

The course was too short for anyone to know about application.

Participant complimented by her boss...another offered a job because of better speaking skills.

Of ESL student by kitchen supervisors who noticed.."more eye contact, more confidence, initiation of conversation, more success in communicating."

A learner in a hospital vocabulary course reported better understanding in weekly meetings with doctors.

A participant in the vocabulary course received a raise due to her mastery of the course content.

A problem solving class discussed a real problem they had solved on the job using new information.

Skills learned in a writing class were used in preparing employee evaluations and reports.

Students reported greater interaction on the job due to better listening skills.

Per a department manager " employees who had completed training showed greater team skills...however, new employees continually coming into picture made application more difficult."

An ESL employee was complimented by a co-worker for his improved English skills.

An employee told his boss he could "read the handout without explanation now."

On writing student now reports writing instructions to next shift.

One ESL learner reported greeting and visiting with hotel guests briefly without being afraid when someone would speak to him.

Supervisors related to instructors that they were pleased with the outcomes.

Discussions with supervisors and HRD people indicated that application of new skills was apparent on all sites. The English as a Second Language learners seem to show the most noticeable application of new skills.

Behavior

Findings and Evaluator Observations

Report of survey of 30% sample of program learners with 100% response from those surveyed. Learners were surveys at the completion of training.

78% responded that some of the things learned in class had become routine practice for them.
22% responded negatively to the above statement.

Report of survey of 100% of program instructors with 100% response. Instructors submitted data for each course they delivered. Data was collected on approximately 80% of all courses delivered. Both a likert scale and essay section were completed.

The skills/ knowledge became a natural part of the learners behavior or performance.

did very much	4
did somewhat	8
did a little	3
did not at all	0
no information	12

Selections from anecdotal evidence submitted by instructors which indicate learning at the behavior level.

Very good feedback from bosses.

Learners related experiences in class about new proficiencies.

Observed self-esteem....more outgoing...

Feedback from some earlier learners who report " .. using techniques (communication) on the job and at home"

Supervisors reported to several instructors consistent use of skills on job.

Bosses reported very positive results in consistent use of new English skills..
talked about classes to other work sites.

In discussions with supervisors and HRD people many very enthusiastic comments were made about the course outcomes. The English as a Second Language students' new skills seem to be the most obvious to most co-workers and supervisors. The flexibility of the newly trained worker seemed to be the most noted outcome. Workers can now more easily move from one job area or department to another.

Commendations

At grant midpoint:

Data collected from learners, instructors, and supervisors indicate significant outcomes at all levels of learning. The strong evidence of learning at the application level indicates that the program provided training that had value to the business partners.

At grant conclusion:

The above commendations apply at the conclusion. More apparent is evidence of application and behavior level impact.

Evaluator Suggestions

At grant midpoint:

Continue to incorporate understanding of the learning process at the management, supervisory, and learner levels into the training program goals. Use a model such as the *Levels of Impact* or a model of your choice to :

- describe learning as a process with steps
- identify value and progress at each step
- identify appropriate interventions and next steps
- measure learning in a workplace appropriate context

Outcomes and Progress

In the original evaluation design, this evaluator assumed that more learners would be continuous participants for the three year grant period. Because the actual population of learners turned out to be more fluid, it was not possible to track increases in individuals levels of impact as was originally designed. The behavior level of impact is most difficult to track given the existing time parameters. This evaluator is encouraged that the indicators are positive.

It is apparent that significant and appropriate levels of learning did occur at each level. This is supported by the instructor and learner reports and by conversations with supervisors and HRD people in the business organizations. These are summarized above. Actual assessment results

and additional evaluative information is provided in the administrative report.